THREE-YEAR PLAN

Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 7–8, and 9–12

Template Revised 08/17/2026

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve ***engagement, equity, and excellence*** for our students. The plan states goals and why these goals were chosen. Our plan outlines how staff members will ensure every student feels a sense of belonging and can engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

Our School Name: Seaview Elementary

Current School Year: 2026-27

Section 1. Our School

Seaview Elementary is a K-6 community school where new learning occurs daily in every classroom. Seaview also provides Intensive Support education programs for 1st-3rd and 4th-6th students. In addition, we offer multilingual services for our 42 students across all grades who speak different languages. Our school strives to support all students. We provide a nurturing, safe, inclusive learning environment and use rigorous academic and social-emotional resources so each student knows they belong. We include family engagement activities, annual Shark Runs, Readathons, Running Club, Art Docents, Science Day, Talent Show, Buddy Classrooms, Student Store, Seaview Singers, Equity/PTA Family engagement activities, and more, creating a united community.

Our Mission statement is:

S: Strive for Success
W: Work Together
I: Inspire Others
M: Make a Difference

Our mission also includes being kind, safe, and responsible every day. Our staff Social-Emotional Team reviews daily attendance and Edmonds School District SEL student surveys to build supportive connections with students individually, in small groups, and as a whole school. Our Equity work is growing with a Parent/Teacher evening group and Staff Equity team focusing on Equity Themes aligned with ESD. We are working on current and historical barriers for marginalized students and how to become more culturally responsive in our practice. We believe in creating a solid home-to-school connection with our families. We know that progress monitoring and communication with our families will build a partnership that supports our students socially, emotionally, and academically. We are preparing our students for lifelong learning so that each student can fulfill their full potential.

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	430	NA	Two or More Races	46	10.62%
American Indian/Alaskan Native	1	0.23%	Multilingual Education	35	8.05%
Black/African American	28	6.47%	Homeless/ McKinney - Vento	1	0.23%
Hispanic/Latino	51	10.66%	Free and Reduced Lunch	89	20.55%
Asian	27	6.24%	Section 504	20	4.61%

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3) Vision | Equity, engagement, and excellence for each and every student

Our Mission | Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

Data and School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual targets and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

Equity (such as student demographics, listening sessions)

- ☑ Student demographics
- ☐ Employee demographics
- ☐ Enrollment in advanced courses and specialized programs
- ☑ Opportunity gaps in academics, social-emotional learning, and discipline
- ☐ Family Surveys
- ☐ Special education and least restrictive environment data
- ☐ Other

Engagement (such as school culture and climate)

- ☑ State data on students who are regular attenders
- ☑ District attendance data
- ☑ Exclusionary discipline data
- ☑ Student survey data
- ☑ Family survey data
- ☑ Family partnerships
- ☑ Participation in events and volunteer opportunities
- ☐ Other

Instructional Excellence (and student learning)

All Students

- [x] State ELA assessment
- [x] State math assessment
- [x] WCAS and/or WA-AIM
- [x] State student growth
- [x] Grade level on-track indicators
- [x] Acadience
- [x] Classroom observation tool
- [ ] Other

Elementary

- [x] State WaKIDS
- [x] i-Ready reading
- [x] i-Ready math
- [x] Running Records
- [ ] Other

Secondary

- [ ] State graduation rates
- [ ] State dropout rates
- [ ] State ninth grade on-track
- [ ] District course completion
- [ ] District grades/GPA
- [ ] District i-Ready
- [ ] Other

Reflection Questions (Please answer each question in 150 to 300 words.)

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

Seaview Elementary's data reviews and SBA reflections identified the following strengths, needs, and disparities to guide School Improvement Plan (SIP) planning.

Strengths

During 2025–2026, median progress toward annual typical growth reached 109% in Math and 129% in Reading. The percentage of students performing at or above grade level increased from 33% to 63% in Reading and from 18% to 59% in Math. Grade 3 demonstrated strong phonics and high-frequency word skills, attributed to consistent implementation of the 95% Phonics curriculum. Effective Tier 1 instruction, student leadership, and peer support also contributed to positive assessment outcomes.

Specific Needs

Math priorities include Algebra in Grade 5, operations within algebraic equations in Grade 6, and geometry. Reading priorities include informational text comprehension in Grades 3 and 6, vocabulary and phonics in Grade 5, and persuasive and argumentative writing in Grade 6.

Outcome Disparities

Equity and subgroup reviews identified students with IEPs as the lowest-performing group across grade levels. Multilingual Learners and historically underserved students performed below grade-level averages, highlighting the need for targeted instructional support.

Planning Priorities

- Strengthen Tier 1 instruction through explicit academic and content-area vocabulary instruction and SBA interim assessments.
- Provide flexible, needs-based Tier 2 small groups informed by formative assessments, including grouping across classrooms.
- Monitor progress weekly or after units through exit tickets, assessments, observations, and individual check-ins to guide reteaching.
- Build student ownership through tracking assignment and assessment results, setting goals, and reflecting on progress.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

- Seaview Elementary continues to make progress towards our school improvement goals across reading, early literacy, upper-grade math, and growth for lower-performing students. Our ongoing use of multiple measures of student achievement gives us timely insights to monitor student progress, pinpoint areas of need, and adjust instruction on the fly. Reading performance consistently beat target benchmarks over three years, ending the 2025–2026 school year at 129% median typical growth and nearly doubling the proportion of students at or above grade level from 33% to 63%. These reading gains across all grades were driven by strong Tier 1 whole-group instruction, regular progress tracking, and sticking closely to the core curriculum. K–3 students made particularly strong strides in basic reading mechanics, led by 1st and 2nd graders reaching 142% and 153% typical growth following consistent multi-year implementation of the 95% Phonics program.

- Math scores also bounced back after dropping to 85% median progress in 2024–2025, rebounding to 109% schoolwide and raising grade-level math proficiency from 18% up to 59%. Upper elementary led the turnaround, with 4th, 5th, and 6th grades hitting 135%, 133%, and 130% typical growth, supported by targeted i-Ready practice in 6th grade and collaborative peer learning in 5th. Throughout the year, our staff works collaboratively with data to guide instructional decisions, strengthen targeted supports, and accelerate growth for students who are not yet meeting grade-level standards. While many historically underserved students and students with IEPs are still working toward full grade-level proficiency, data shows they made clear personal gains through fluid Tier 2 intervention groups adjusted via quick exit tickets and regular check-ins—reflecting our continued commitment to improving outcomes and ensuring equitable opportunities for all students to succeed academically.

3. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

Seaview's growth is steady; we are refining our approach to keep making progress across all grades. Kindergarten showed lower growth than other grades—reaching 66% of its math target and 80% in reading for 2025–2026—mainly due to the transition into formal school and varying entry skill levels. At the same time, persistent gaps remain in ELA and math for Multilingual Learners, students with IEPs, and historically underserved groups. Data show that our 3rd graders with IEPs scored lowest overall. Closing these gaps requires instruction specifically in Academic vocabulary and language supports.

In ELA, 3rd grade struggled with non-fiction comprehension, while 6th grade faced challenges with non-fiction and persuasive writing. In math, 5th grade struggled with algebra and geometry, while 6th grade fell behind in algebraic operations.

4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the SIP?

Throughout this school year, we will engage our students, families, and staff in continuous, two-way collaboration and transparent communication to drive our School Improvement Plan (SIP) goals.

Our Leadership Team will guide staff through dedicated data dives and targeted professional learning focused on key growth areas, including non-fiction/informational text comprehension, academic vocabulary integration, and algebraic reasoning. Grade-level teams—including general educators, LAP, ML, and Learning Support staff—will participate in ongoing Data Team meetings to monitor student growth across i-Ready Reading and Math diagnostics, SBA interim assessments, 95% Phonics checks, Acadience, and Edmonds SEL survey data. These meetings will continuously refine Tier 1 core instruction, fluid Tier 2 interventions, and Tier 3 specialized supports.

Students will actively engage in their learning by reviewing assessment data, co-creating personal growth goals with their teachers, and logging progress on daily assignments and unit assessments. Teachers will partner directly with families to communicate these personal goals and provide actionable instructional strategies to support learning at home during parent-teacher conferences and ongoing two-way communications.

Our LAP, Multilingual Learner, and Special Education/Learning Support educators will collaborate closely with general education teachers and families to ensure tailored support for our English Language Learners, students with IEPs, and historically underserved student groups, ensuring every student makes meaningful progress toward grade-level proficiency.

We will cultivate shared decision-making through regular schoolwide updates, principal communications, and active collaboration with our PTA and Equity Team. Student and family surveys, along with formal two-way feedback channels, will offer clarity, monitor progress, and ensure our school community remains actively involved in supporting all students.

Section 3. School Improvement Plan (SIP)

This section describes what our staff members will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- K–8 school goals should address a literacy goal, a math goal, and an engagement goal.
- High school goals should address an on-time graduation goal, a ninth-grade on-track for graduation goal, and an engagement goal.

Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

From Spring 2025 to Spring 2027, the percentage of students in grades 3-6 who are at or above the benchmark in ELA will increase from 68% to 75%, as measured by SBA.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2026 to Spring 2027, the percentage of students in grades 1-3 who are at or above the benchmark in ELA will increase from 53% to 70%, as measured by i-Ready.

Theory of Action (Use "If … then" statements to explain how our strategy or strategies will achieve this goal.)

If we consistently embed explicit academic vocabulary instruction into core instruction, then students will develop stronger word knowledge, oral language, academic discourse, and content knowledge, leading to improved reading comprehension and overall reading proficiency.

Annual Strategies and Ongoing Work Plan

Reflection questions to consider when identifying our key strategy or strategies

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

Please list one to three key strategies

Strategy 1: Elevate student reading proficiency across all grade levels by embedding explicit weekly vocabulary and academic language instruction into the core instructional block, ensuring consistent development of comprehension, oral language, content knowledge, word learning, academic discourse, and ownership.

What will the strategy or strategies look like in action?

Strategy 1: Academic Vocabulary

Each grade level will develop and use explicit instructional resources to support consistent weekly vocabulary and academic language instruction within the core literacy block, and apply the word throughout other content areas as applicable. We will have a consistent foundation for word meaning and support shared language across classrooms and grade levels through our ML teacher's creation of a schoolwide slideshow with student-friendly definitions for each vocabulary word.

Team or person responsible

Classroom teachers, LAP, ML, Learning Support, Specialists

Progress Monitoring

Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

95% Unit Assessments (K-5)

Acadience Benchmarks

i-Ready reports and benchmarks

WaKids

Vocabulary assessments in science: Amplify kits

WIDA

Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

From Spring 2025 to Spring 2027, the percentage of students in grades 3-6 who are at or above the benchmark in Math will increase from 67% to 72%, as measured by SBA.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2026 to Spring 2027, the percentage of students in grades 1-3 who are at or above the benchmark in Math will increase from 25% to 60%, as measured by i-Ready.

Theory of Action (Use "If … then" statements to explain how our strategy or strategies will achieve this goal.)

If we consistently embed high-impact daily math routines in grades K–2 and quick practices from the Math Expressions curriculum in grades K–6, then students will have regular opportunities to develop number sense, fluency, automaticity, and problem-solving skills, leading to increased math proficiency.

Annual Strategies and Ongoing Work Plan

Questions to consider when identifying our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies.

Strategy 1: Elevate student math proficiency across all grade levels by embedding high-impact daily routines in grades K–2 and quick practices in grades K–6 from the Math Expressions curriculum into the core instructional block, ensuring consistent development of number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership.

What will the strategy or strategies look like in action?

Teachers will focus on Quick Practices and Daily Routines

- Teachers will teach Math Expressions and follow the district pacing guide.
- Teachers will ensure Quick Practices and Daily Routines are embedded into every math block each day.

Teachers will use i-Ready reports, SBA interim assessments, as well as classroom assessments to group students by specific skill gaps.

Team or person responsible

Classroom teachers, LAP, ML, Learning Support, Specialists

Progress Monitoring

Questions to consider when planning how you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

i-Ready lessons and diagnostics
Math Expressions Quick Quizzes
Classroom-based interim assessments
WaKids

Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)

From 2024-2025 to 2026-2027, the percentage of students in grades 3-6 who report a sense of belonging in school will increase from 80% to 90%, as measured by student surveys.

Data Review to Identify Our Annual Target Goal

Reflection questions when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

By the end of the 2026–2027 school year, Seaview Elementary will increase students' reported sense of belonging from 85% to 90%, as measured by the district Sense of Belonging Survey.

Theory of Action (Use "If … then" statements to explain how our strategy or strategies will achieve this goal.)

If we have a schoolwide focus on Kindness and Respect, develop a common understanding of what Kindness and Respect look and sound like, and teach students to apply listening and speaking skills to social interactions and problem-solving conversations, then students will experience kindness and respect, increasing their sense of belonging.

Annual Strategies and Ongoing Work Plan

Questions to consider when planning our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

Strategy 1: Utilize PBIS strategies such as positive reinforcement, "Super Sharks" recognition, and student recognition to strengthen student-teacher relationships

Strategy 2: Use of Buddy Classrooms, building community through cross-grade-level lessons once a month

Strategy 3: Regularly scheduled lessons with the school counselor on belonging, safety, and kindness.

What will the strategy or strategies look like in action?

Consistent student instruction in Second Step Curriculum:

- Monthly Second Step Trait assemblies for students, demonstrating monthly themes

Buddy Classrooms- cross-grade-level activities for students and staff

- Students will move to different classrooms with a mix of grade levels (K-6) and build connections with other students and staff through structured lessons on community and belonging

Social-Emotional Learning lessons delivered by the counselor in each classroom throughout the school year. The lessons will focus on components from the following curriculum:

- Zones of Regulation
- Kelso's Choices
- Second Step

Team or person responsible

Classroom teachers, LAP, ML, Learning Support, Specialists

Progress Monitoring

Questions to consider when planning how you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

District Student Survey data

Attendance data

Office referral data

Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
Julie Greathouse	Kindergarten Teacher
Jana Cuenca	First Grade Teacher
Kristie Terwilliger	Second Grade Teacher
Leilani Burns	Third Grade Teacher
Brian Monroe-Jones	Fourth Grade Teacher
Ryan Holmes	Fifth Grade Teacher
Jaime Perry	Sixth Grade Teacher
CoryFortin	Librarian Specialist
Jacob Nam	Intensive Support Intermediate Teacher
Heather Pickar	Principal

Links to supporting documents

- Edmonds School District 2021–2026 Strategic Plan
- Mid-year SIP Reflect/Revise_2026-27
- End of year SIP Reflect/Revise_2026-27