Edmonds School District

THREE-YEAR PLAN

Meadowdale Elementary

School Improvement Plan (SIP)

Grades K–6

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 Meadowdale Elementary School

Current School Year 2026-2027

Section 1. Our School

Meadowdale Elementary is a welcoming, supportive community. We focus on rigorous learning and support to wrap around the whole child. We care about every student in the school and building community. Our main goal is to help everyone feel welcome, find their strengths, learn character, grit, and productive struggle. We love when Meadowdale Middle and High students come back to visit. We receive schoolwide Title 1 support.

We are thankful for the facilities and grounds we have, including new playground equipment, quality technology, a well-stocked library, and buildings that are safe and secure while also being warm and welcoming for students.

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	421	100%	Multilingual Education	124	29.5%
American Indian/Alaskan Native	2	.5%	Homeless/ McKinney - Vento	12	2.9%
Black/African American	45	10.7%	Free and Reduced Lunch	205	48.7%
Hispanic/Latino	127	30.2%	Section 504	17	4%
Asian	74	17.6%	Students with disabilities	80	19%
White	142	33.7%	Military Parent	9	2.1%
Two or more races	31	7.4%	Highly Capable	5	1.2%

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

Elementary

- [x] State WaKIDS
- [x] i-Ready reading
- [x] i-Ready math
- [ ] 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?

We have strengths in supporting our Multilingual Learners (ML). We believe this is in large part due to the phonics curriculum and supporting Guided Language Acquisition Design (GLAD) strategies in the classroom.

Specific needs exist in emotional regulation, literacy, math, and behavior. We have a Multi-Tiered System of Supports (MTSS) / SEL team that meets weekly and our Instructional team that meets twice a month. These two groups analyze data and make recommendations for "just in time" supports and professional learning.

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

Our school data has plateaued in the past few years. We want to build on the success we have seen in ML to expand greater success to other content areas. We also have two active parent groups who recently met together. These are our Natural Leaders and our Parent Club.

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?

We have room to grow in all areas - math, literacy, emotional regulation, and community engagement. While there are many reasons for this, the focus in our school is managing a transition with an interim principal, re-establishing foundational agreements, expectations, and priorities, and focusing on moving forward so this year's students have an amazing experience.

We will continue to focus on students who are receiving ML, Title, and Special Services.

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?

Our principal meets with Natural Leaders and Parent Club monthly. Our annual Title I / ML night is in October, and part of the evening will be an opportunity to hear from families about what they want for their children's school experience.

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 2024-2025 to 2026-2027, students in grades 3-6 who are at or above benchmark in English Language Arts (ELA) will increase from 50% to 70% as measured by SBA scores.

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, students in grades 1-6 who are at risk for Tier 3 reading will decrease from 30% to 15% as measured by iReady.

From Fall 2026 to Spring 2027, the percentage of students who are ML in grades 1-6 who are at risk for Tier 3 reading will decrease from 60% to 40% as measured by iReady.

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

If we as a staff commit to implementing our identified strategies in literacy, math, and SEL, and if we focus on our mission of advocating for each and every student, and if we collaborate effectively, then our students will feel seen, heard, and valued as members of our school community, and their academic success will increase and thrive.

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

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?

Our Instructional team, with support from our digital learning coach, will be providing professional learning and collaboration time at staff meetings and in alternative math and literacy.

We will:

- Utilize the shared structures for vocabulary presented at DLT in October.
- Schedule time in staff meetings once per month, sharing examples from cool things teachers are doing in class, looking at student work together, and analyzing data.
- We will create a shared slideshow with our vocabulary work, grade-level definitions, and student TPR videos. The template has been provided by our digital learning coach.

It will look like focused, aligned vocabulary practice with connection to all content areas.

Improved empathy, behavior, and emotional regulation; increased sense of safety and belonging; decreased discipline referrals; increased attendance; more smiles at school; visible and fully developed MTSS menu of supports and processes.

Team or person responsible

Instructional Team, MTSS team, principal, digital learning coach

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)

Examples of vocab strategies shared at staff meetings.

Progress monitoring with classroom data, benchmark data.

Alignment to student growth goals; classroom learning and formative assessment data.

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

From 2024-2025 to 2026-2027, students in grades 3-6 who are at or above benchmark in Math will increase from 45% to 65% as measured by SBA scores.

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, students in grades 1-6 who are at risk for Tier 3 in math will decrease from 31% to 20% as measured by iReady.

From Fall 2026 to Spring 2027, students in ML grades 1-6 who are at risk for Tier 3 in math will decrease from 62% to 50% as measured by iReady.

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

If we as a staff commit to implementing our identified strategies in literacy, math, and SEL, and if we focus on our mission of advocating for each and every student, and if we collaborate effectively, then our students will feel seen, heard, and valued as members of our school community, and their academic success will increase and thrive.

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

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?

Focused, aligned instruction in math. Staff sharing examples of how they use the “quick practices” during staff meetings. Tracking data and sharing tips at every other staff meeting throughout the year. Instructional Team monitoring student achievement data.

Team or person responsible

Instructional Team, MTSS team, principal, digital literacy coach

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)

Examples of math and vocab strategies shared at staff meetings.

Progress monitoring with classroom data, benchmark data.

Alignment to student growth goals; classroom learning and formative assessment data.

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

From 2024-2025 to 2026-2027, students in grades 3-6 who report a sense of belonging in school will increase from 71% to 91% as measured by the Student Survey.

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)

From fall to spring 2026-2027, students in grades 3-6 who report a sense of belonging in school will increase from 71% to 91% as measured by the Student Survey.

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

If we as a staff commit to implementing our identified strategies in literacy, math, and SEL, and if we focus on our mission of advocating for each and every student, and if we collaborate effectively, then our students will feel seen, heard, and valued as members of our school community, and their academic success will increase and thrive.

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

Implement SEL Second Step curriculum with fidelity at all grade levels.

Enhance our "Cool Kids" program to recognize and reward students for expected behaviors and showing growth.

Develop a student leadership and service program.

What will the strategy or strategies look like in action?

Teachers will ensure that they are teaching second step lessons consistently.

Students will show more care, inclusion, and kindness at school, and will learn to regulate their own emotions. We will see more students practicing leadership and service.
Team or person responsible Instructional Team, MTSS team, principal and SInC, whole staff

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) Student survey results. Data tracking student engagement in leadership and service. Discipline data, including case studies of our students who are “tip of the pyramid” students needing multiple supports and interventions and personalized plans for success.

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

Name	Role
Whitney Meissner	Principal

Name	Role
Britni Chabot	ML teacher
Tori Daybert	3rd grade teacher
April Gould	PE teacher
Kellee Guillaume	4th grade teacher
Monica Handy	Counselor
Karen Harns	Title teacher
Nicole Hill	Title teacher
Lisa Luangamath	4th grade teacher
Anna Malik	Digital learning coach
Lisa Markussen	Learning support teacher
Krista Rios	2nd grade teacher
Carole Saysanith	Kindergarten teacher
Chelsey Slattum	4th grade teacher

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