Edmonds School District

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 Maplewood K-8 Parent Cooperative

Current School Year 2026-27

Section 1. Our School

Our school serves a diverse student body of 488 students and is committed to fostering a positive, inclusive learning environment. We provide resources and support to help each student succeed academically and emotionally, creating a community where all can reach their full potential. At Maplewood, we are committed to equity and inclusivity, ensuring that every child, no matter their need, has the opportunity to succeed.

Through our partnership with the Parent Cooperative Education Program (PCEP), we work closely with families to deliver the best education possible. This collaboration encourages children, parents, and teachers to participate equally, fostering a love for learning and valuing the uniqueness of every individual. By drawing on the diverse skills of parents, teachers, and students, we ensure that every child receives the support they need on their academic and personal journey.

Our academic achievements demonstrate the strength of our community. Many of our students are well-prepared for college-level learning. In English Language Arts (ELA), 80% of students are on track, with 74% in Mathematics. Our students' high engagement is reflected in strong attendance rates, with 93% attending 90% or more of the school year.

Our dedicated teaching staff includes 32 teachers with an average of 14 years of experience. With an average class size of 23 in K-6 general education, 27 in middle school, and 10 in intensive support classrooms, our teachers provide focused, personalized instruction that aligns with the PCEP mission and the ESD's commitment to equity and excellence.

In summary, our school is a vibrant, inclusive community dedicated to academic excellence and equity. As a culturally rich and linguistically diverse community with 14 different native languages spoken, we celebrate the global perspectives our students bring, and through strong partnerships between students, families, and educators, we create a supportive environment where every child can thrive, develop a lifelong love of learning, and grow as responsible world citizens.

Students by Federal Race/Ethnicity	Student Count	Total Count	Student Percentage
American Indian/Alaskan Native	0	498	0.0%
Asian	64	498	12.85%
Black/African American	60	498	12.05%
Hispanic/Latino of any race(s)	40	498	8.03%
Native Hawaiian/Pacific Islander	2	498	0.4%
Two or More Races	60	498	12.5%
White	272	498	54.62%

Students by Program & Characteristics	Student Count	Total Count	Student Percentage
English Language Learners	21	498	4.2%
Low Income	99	498	19.8%
Highly Capable	9	498	1.8%
Unhoused/McKinney-Vento	2	498	0.4%
Section 504	51	498	10.24%
Students with Disabilities	90	498	18%

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

Elementary

- [ ] 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?

The 2025–26 SBA ELA results identified strong overall achievement as a foundation for our SIP. Among students who tested, 92.0% demonstrated foundational grade-level knowledge at Level 2 or above, and 79.7% demonstrated consistent grade-level knowledge at Level 3 or above. At the same time, 20.3% scored below Level 3, identifying a need to strengthen instruction and support for students who have not yet reached proficiency while continuing to provide appropriate challenge for students already meeting standards.

Looking at results for specific student groups, Level 3-or-above achievement was 68.3% for Black/African American students, 39.5% for students with disabilities, and 33.3% for English language learners. These disparities inform our SIP focus this year: to build on our already strong Tier 1 instruction through the Multi-Tiered System of Supports (MTSS) process by strengthening access, participation, and opportunities for growth for every student. This includes targeted support for students below proficiency and meaningful extensions for students already meeting standards.

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

Overall achievement in both ELA and math is a strength. In ELA, 79.7% of tested students demonstrated consistent grade-level knowledge, and 92% demonstrated foundational grade-level knowledge. In math, 74.3% demonstrated consistent grade-level knowledge, and

89.2% demonstrated foundational grade-level knowledge. These results show that most tested students are meeting grade-level standards in both subjects, providing a strong foundation for our continued work to strengthen access, participation, and opportunities for growth for every student.

We believe our strong overall achievement reflects the high-quality Tier 1 instruction and supports that help many students access and demonstrate grade-level learning. Over the past two years, we have implemented ELA strategies focused on explicit vocabulary instruction, increased opportunities for oral language, and purposeful planning for comprehension. Our math SIP strategies have included explicit academic vocabulary instruction across content areas, consistent implementation of i-Ready My Path as an instructional tool, and small-group instruction to strengthen students' mathematical language and thinking. Together, these strategies support students in understanding content, explaining their thinking, and participating more fully in grade-level learning.

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?

The most significant concern is that strong school-wide achievement is not shared equitably across student groups. Students with disabilities, English language learners, students from low-income households, and Black/African American students have lower reported rates of consistent grade-level knowledge than their comparison groups.

We have identified student services scheduling constraints and limited time for special education, Multilingual Learner, and Learning Assistance Program **(**LAP) teachers to collaborate with general education teachers as current barriers to coordinating instruction and supports. In addition, teachers report needing more dedicated time to collaboratively review student data and work samples, plan instructional responses for students needing Tier 2 support, and monitor whether those approaches are helping students progress. This ongoing review informs our efforts to strengthen differentiation and access within Tier 1 instruction, align additional supports with core learning, and improve scheduling and collaboration opportunities.

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 team engaged the school community in developing, supporting, and monitoring the SIP through a collaborative process. Educators contributed through the Leadership Team and staff meetings, while families participated through Parent Cooperative Educational Program (PCEP) meetings and ongoing collaboration with the Executive PCEP Board. Our Belonging Team, composed of staff and families, helped guide our focus on equity, inclusion, and belonging. Student perspectives informed planning through ASB student leaders and the Student Advisory Team. The MTSS Team and Leadership Team regularly monitored implementation and progress, with ongoing input from students, the Belonging Team, and the PCEP Board to keep the plan responsive to our school community's needs.

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.

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

From 2024-2025 to 2026-2027, students in grades 3-8 who are at or above benchmark in ELA will increase from 72.3% to 82.3% for all students as measured by SBA ELA 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, 40% of students in grades 1–8 who begin the year performing below grade-level in i-Ready Reading and are identified by their teachers as receiving Tier 2 support in the fall will reach or exceed the grade-level benchmark, as measured by the i-Ready Overall Reading Placement on the i-Ready diagnostic.

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

If teachers consistently deliver rigorous Tier 1 English Language Arts instruction that includes differentiated, flexible small-group learning opportunities and intentionally increase oral language practice while explicitly teaching high-utility academic vocabulary across

multiple contexts, then students will build robust vocabulary knowledge, which will, in turn, lead to improved reading comprehension.

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

1. Explicit Vocabulary Instruction and Oral Language Development: 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.

2. Purposeful Planning for Comprehension: Use the LETRS Comprehension Checklist to establish a clear, student-facing purpose for reading, intentionally activate and build background knowledge before reading, and select and pre-teach key vocabulary. Incorporate comprehension-focused instructional strategies to help students make meaning from complex texts across disciplines.

3. Guided Language Acquisition Design (GLAD) Strategies for Academic Language and Comprehension**:** Integrate gestures and Total Physical Response (TPR) to support comprehension and reinforce academic language, pictorial input charts to visually connect content and vocabulary, and sentence patterning to scaffold syntax and academic writing. These strategies will increase access to instruction and strengthen students' ability to understand and express their learning across subjects.

What will the strategy or strategies look like in action?

1. Explicit Vocabulary Instruction and Oral Language Development
   - Teachers will explicitly teach key academic and content-specific words using student-friendly definitions, visuals, examples, and models.
   - Students will revisit and apply vocabulary in partner talk, structured discussions, and writing across subjects.

- Inclusive Welcomes, Engaging Practices, and Intentional Closes will provide daily opportunities for all students to speak, listen, and reflect.
- Teachers will use sentence stems and oral rehearsal to support participation.
- Teachers will monitor student responses, provide feedback, and clarify understanding.

2. Purposeful Planning for Comprehension
- Read-Alouds and Think-Alouds: Teachers will use read-alouds from a variety of complex texts to build background knowledge and vocabulary, paired with think-aloud modeling to make the meaning-making process visible and promote deep comprehension.
- Diverse Text Exposure: Teachers will provide access to a variety of texts across genres, cultures, and levels of complexity to build background knowledge, vocabulary, and comprehension, while promoting student engagement and equitable access to grade-level content.

3. Guided Language Acquisition Design (GLAD) Strategies for Academic Language and Comprehension
- Teachers will pair academic vocabulary with gestures and movements that students practice to reinforce meaning.
- Teachers will build pictorial input charts during instruction, connecting drawings, labels, and key concepts.
- Students will refer to pictorial input charts when discussing and writing about their learning.
- Students will use sentence patterning charts to build and orally rehearse increasingly complex sentences before applying them in writing.
- Teachers will monitor student understanding and adjust supports to ensure all learners can participate.

Team or person responsible

Principal, Classroom Teachers, SPED & Multilingual Learner (ML) Teachers, Paraeducators, & Family Volunteers

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)

i-Ready Reading Diagnostics

- Data: Diagnostic scores (Fall, Winter, Spring)
- Who/When: Teachers, Principal, MTSS team, Leadership Team/3x per year
- How Collected: via i-Ready reports
- Purpose: Track baseline proficiency and growth over the year. Analyze growth and trends in data meetings, adjust instruction, and provide targeted intervention or enrichment based on assessment results

Acadience

- Data: Benchmark scores (phonemic awareness, phonics, comprehension).
- Who/When: LAP Teacher & Classroom Teachers, Principal, E3 MTSS Team /BOY, MOY, EOY, plus progress monitoring.
- How Collected: via Acadience Reports
- Purpose: Track baseline proficiency and growth over the year. Track at-risk students and guide targeted interventions

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

From 2024-2025 to 2026-2027, students in grades 3-8 who are at or above benchmark in Math will increase from 69.3% to 79.3% for all students as measured by SBA Math 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, 40% of students in grades 1–8 who begin the year performing

below grade-level in i-Ready Math and are identified by their teachers as receiving Tier 2 support in the fall will reach or exceed the grade-level benchmark, as measured by the i-Ready Overall Math Placement on the i-Ready diagnostic.

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

If teachers consistently deliver rigorous Tier 1 instruction in Math that includes differentiated, flexible small-group learning opportunities; embed Math Expressions Daily Routines in grades K–2 and Quick Practice in grades K–6 within the core math block; explicitly teach high-utility academic and content-specific vocabulary across disciplines; increase structured oral language practice; and ensure students engage in i-Ready My Path with fidelity, then students will strengthen number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership of their learning while developing the academic language needed to comprehend and solve complex math tasks, resulting in increased percentages of students performing at or above grade level in i-Ready Math.

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

1. Implement Math Expressions Daily Routines in grades K–2 and Quick Practice in grades K–6: 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.

2. Utilize i-Ready My Path with Fidelity as an Instructional Tool: Ensure consistent use and progress monitoring of the i-Ready Math Instructional Path, using its personalized lessons,

scaffolds, and interventions to provide targeted support. Teachers will analyze student data regularly and use recommended instructional resources to close specific skill gaps.

3. Leverage Small-Group Instruction to Strengthen Math Language and Thinking: Implement flexible, data-driven small-group instruction during Tier 1 math that addresses diverse learner needs, reinforces grade-level concepts, and provides guided practice with academic vocabulary and structured discourse to deepen conceptual understanding and improve students' ability to solve complex mathematical tasks.

What will the strategy or strategies look like in action?

1. Math Expressions Daily Routines in grades K–2 and Quick Practice in grades K–6
   - Teachers will explicitly teach math vocabulary, connect models to equations, and provide daily review and fluency practice.
   - Students will explain and compare strategies, justify answers, and revise their thinking after feedback.
   - Students will participate through whiteboards, partner talk, choral responses, and student-led routines to strengthen engagement and ownership.
   - Teachers will check understanding and provide immediate feedback to address misconceptions.

2. Utilize i-Ready My Path with Fidelity as an Instructional Tool
   - Students consistently engage with i-Ready My Path during designated instructional time to reinforce math skills at their individual learning levels.
   - Monitor student usage and growth regularly, using i-Ready data to adjust small groups, re-teach concepts, or assign targeted lessons.
   - i-Ready recommended scaffolds, teacher-led lessons, and intervention resources are used to provide targeted support based on students' specific instructional needs.

3. Leverage Small-Group Instruction to Strengthen Math Language and Thinking
   - Teachers implement flexible, data-driven small groups based on formative assessments and i-Ready data to reinforce grade-level concepts.
   - Instruction integrates academic vocabulary and structured discourse, with students using precise math vocabulary to explain their thinking.
   - Teachers facilitate structured math discussions using protocols such as math talks, turn-and-talk, and collaborative problem solving, where students describe strategies aloud.
   - Visual aids, interactive math word walls, and language scaffolds (such as sentence frames and anchor charts) are used to support comprehension and application of mathematical terms.
   - Students work collaboratively to solve real-world and story-based math problems, using academic vocabulary to justify their reasoning.

Team or person responsible

Principal, Classroom Teachers, SPED & ML Teachers, and Paraeducators

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 Math Diagnostics

- Data: Diagnostic scores (Fall, Winter, Spring)
- Who/When: Teachers, Principal, MTSS Team, Leadership Team / 3x per year
- How Collected: i-Ready diagnostic reports
  Purpose: Track baseline proficiency and measure growth over the year. Data is analyzed to identify trends, adjust Tier 1 instruction, and inform targeted interventions and enrichment.

i-Ready Math My Path Data

- Data: Lesson completion rates, pass rates, and time on task
- Who/When: Teachers, Ongoing (biweekly)
- How Collected: i-Ready growth and usage reports
- Purpose: Monitor progress toward typical and stretch growth goals. Data informs small-group instruction, adjusts personalized pathways, and helps determine student support needs.

Smarter Balanced Interim Assessment Blocks (IABs)

- Data: Performance levels by math domain (e.g., algebraic thinking, geometry, data & measurement) and claim scores
- Who/When: Teachers / Administered strategically throughout the year to monitor progress on priority standards
- How Collected: Washington Comprehensive Assessment Program Portal
- Purpose: Provide standards-aligned checkpoints on mastery of specific math domains. Used to identify gaps in conceptual understanding, monitor readiness for end-of-year SBA performance, and inform re-teaching, acceleration, and small-group instruction.

End-of-Unit (EOU) Math Assessments

- Data: Unit test results and standards-based item analysis
- Who/When: Classroom Teachers / Administered at the end of each instructional unit
  How Collected: Teacher-created reports
- Purpose: Measure mastery of key math concepts, adjust instruction and groupings, and provide targeted intervention or enrichment based on assessment results.

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

From Fall 2024-2025 to 2026-2027, students in grades 3-8 who report a sense of belonging will increase from 82% to 92% and will increase from 64% to 80% for students who are Multilingual Learners as measured by the ESD 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 Spring 2026 to Spring 2027, students in grades 3-8 who responded favorably overall to the *Sense of Belonging Questions* will increase from 83% to 90% and will increase from 68% to 80% for students who receive Special Education services as measured by the ESD Student Survey.

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

If staff create inclusive and culturally responsive learning environments, build strong and trusting student–teacher relationships, engage and partner with families, especially those of Multilingual Learners, and explicitly teach social-emotional learning that affirms students' identities and voices, then students will experience a stronger sense of belonging and psychological safety at school.

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

1. Expand SEL Curriculum Implementation Across Grade Levels: Ensure all grade levels, particularly grades 3–8, where implementation of Second Step is optional, consistently use the Second Step SEL curriculum to explicitly teach emotional regulation, empathy, and peer connection, which contribute to a stronger sense of belonging and psychological safety.

2. Amplify Student Voice and Peer-Led Inclusion Efforts: Expand opportunities for student leadership and peer-led dialogue, empowering students to use inclusive language, challenge harmful language or exclusionary behaviors, and elevate messages of empathy and belonging.

3. Partner with Families and Foster Student Affinity and Voice Groups**:** Continue to create spaces that affirm student identity by partnering with families and supporting student affinity groups and leadership/advisory councils so that students have platforms to express their voices, build community, and see their cultural and linguistic identities reflected, respected, and celebrated.

What will the strategy or strategies look like in action?

1. Expand SEL Curriculum Implementation Across Grade Levels
   - All classrooms consistently deliver Second Step lessons according to grade-level pacing, including grades 3–8, where implementation is optional.
   - Teachers actively facilitate discussions around emotional regulation, empathy, problem-solving, and peer relationships.
   - Students apply SEL concepts during peer interactions, group work, and conflict resolution, using strategies taught in the curriculum.
   - SEL instruction is visible on classroom schedules, reinforced through daily routines, and referenced in classroom language and expectations.

2. Amplify Student Voice and Peer-Led Inclusion Efforts
   - Students lead or co-facilitate discussions, advisory activities, and schoolwide messaging that promote belonging and inclusion.
   - Staff and peer leaders model how to interrupt exclusionary behavior and harmful language and promote a culture of empathy and belonging.
   - Students are empowered to lead conversations that challenge harmful language. They support one another by interrupting harmful language, asking questions, educating others, and echoing messages of belonging. When someone speaks up, they thank them and reinforce their message.
   - Students feel heard and valued as contributors to school culture and climate decisions.

3. Partner with Families and Foster Student Affinity and Voice Groups
   - Student affinity groups, advisory groups, and ASB officers meet regularly to provide input on school initiatives and share perspectives on how to strengthen belonging.
   - Families are engaged as valued partners through multilingual events, cultural celebrations, surveys, listening sessions, and collaborative opportunities that shape inclusion efforts.
   - Intentionally seek input from students from historically marginalized groups about what helps them feel a stronger sense of belonging and ensure their identities are visibly reflected in school activities, making our efforts meaningful, relevant, and responsive to their experiences.
   - Students are active participants in community-building events that celebrate diversity and affirm shared school values.

Team or person responsible

Principal, All Staff, Student Intervention Coordinator, Counselors/Psychologists, Classroom Teachers, SPED & ML Teachers, Para Educators, Leadership Team, and Belonging Team

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)

School-Wide Information System (SWIS) - Disciplinary Referrals

- Data: Number and types of disciplinary referrals
- Who/When: Principal, SINC, and MTSS Team/reviewed bi-monthly
- How Collected: Track behavior alerts/referrals by inputting them into the SWIS platform
- Purpose: Track behavior trends and identify areas needing intervention or support

Attendance

- Data: Attendance rates, including chronic absenteeism.
- Who/When: Office Assistant, Principal, and MTSS Team/reviewed bi-monthly
- How Collected: Using attendance records/ MTSS Attendance Spreadsheet
- Purpose: Monitor student engagement and identify attendance issues impacting academic progress

ESD Student Perception Survey

- Data: Student feedback on school climate, engagement, and well-being (Fall & Spring)
- Who/When: Administered by Gr 3-8 teacher/2x per year
- How Collected: via Edmonds Student Survey Results Report
- Purpose: Gauge student perceptions of the school environment and effectiveness of programs

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

Name	Role
Kim LaFleur	Principal
Jami Samione	Gr 2 Teacher/Gr K-2 Leadership Rep
Rebecca Heine	Gr 4 Teacher/Gr 3-4 Leadership Rep
Kevin Hodder	Gr 5 Teacher/Gr 5-6 Leadership Rep
Sarah Baldock	Middle School Math/Middle School Leadership Rep
Jen FitzGerald	Intensive Support Teacher/IS Leadership Rep
Gina Kruaprasert	Resource Teacher & Leadership Rep
Suzanne Cessna	Elementary Resource Teacher & Leadership Rep
Chrystol White	LAP Teacher
Jill Samione	Student Intervention Coordinator
Students	ASB Officers
Stephanie Welch	26-27 PCEP Committee Chair of MW Belonging Team

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