Edmonds School Improvement Plan (SIP) (Grades PreK, K-6, K-8, 7-8, and 9-12) Three-Year Plan

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 also outlines what staff will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	**2022-23**
Our School Name	**Edmonds Elementary School**

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff.

School Demographics: Enrollment 282

Group	Number of Students	% of Students	Group	Number of Students	% of Students
American Indian/Native Alaskan	1	0.4%	Two or More Races	18	6.5%
Asian	18	6.5%	English Language Learners	25	10.5%
Black/African American	9	3.2%	Homeless/ McKinney-Vento	2	0.8%
Hispanic/Latino	33	11.6%	Low Income	40	14.3%
Native Hawaiian/ Other Pacific Islander	1	0.4%	Section 504	16	5.6%
White	181	71.5%	Students with Disabilities	37	13.1%

252
Students Enrolled
2021-22 School Year

67.9% **66.4%** **75.7%**
Met ELA   Met Math   Met Science
Standards Standards   Standard
           Spring 2022

Graduated in 4 Years
2020-21 School Year

44.6% **38.6%**
High Math   High ELA
Growth   Growth

2018-19 School Year

94.1%
Students Regularly Attend
2020-21 School Year

$17,259
Per-pupil Expenditure
2019-20 School Year

30
Number of Classroom
Teachers
2020-21 School Year

14.5
Average Years of Teaching
Experience
2020-21 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data becomes available.

Edmonds Elementary serves the community as a small K-6th grade school and has consistently performed above district and state proficiency levels in Math and English Language Arts. We provide multilingual support as well as services through Developmental Kindergarten in addition to an excellent general education program. There is a strong sense of community partnership and collegiality among staff. Our families and community provide exceptional support through various family and student organizations, such as PTA, STARS, Equity Team and Student Council. We benefit from an increasingly diverse, multigenerational population.

Multiple school teams work in partnership with our community to foster the best learning environment for our students. Our Equity Team includes staff, parents, and community members, and promotes practices that create a fully inclusive and welcoming environment. The Culture & Climate Team focuses on building a sense of belonging for our students and we work as a school to implement Positive Behavior Interventions and Supports (PBIS) to promote and sustain a positive school culture. Our students are Safe, Responsible, Respectful and Ready to Learn. We continue to promote the use of Responsive Classroom Morning Meetings and use district adopted social and emotional learning curriculum to support student growth, strategies that are particularly important during this time of pandemic recovery.

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.** **It is our mission and vision at Edmonds Elementary School to build a community where learners are nurtured to become self-directed, productive, responsible individuals, who demonstrate concern for themselves, for others, and for our world through a partnership of students, staff, families, and community.**

Data and Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).
Equity (such as student demographics)	☑ *All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.* ☑ *District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups* ☑ *Staff diversity* ☑ *Staff professional development topics, and staff who attended*
Engagement (such as school culture and climate)	☑ *Skyward: Student attendance (percent regular attenders),* ☑ *Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?)* ☑ *Panorama student survey data*
Instructional Excellence (and student learning)	☑ *Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators* ☑ *Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)* ☑ *OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students*

who achieved high learning growth; WIDA (ELPA21)

Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum. (in development)

Reflection questions

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

Edmonds Elementary has an ongoing practice of examining a variety of student data to plan instruction, programs and activities. While a more full battery of data will be available through the fall, spring data from i-Ready indicated that 73% of our students were at or above grade level for reading and 66% were at or above grade level in math.

Panorama data from spring of 2021 were generally positive compared to the rest of the district, but indicated low rates in students feeling connected to each other and to the adults at school. This is not surprising considering the time spent in remote learning. On a positive note, our students identified as Hispanic actually had significantly higher rates (75% compared to 58% overall) of feeling connected, which is a strength.

2020-21 was a unique school year for attendance and discipline due to the need to implement remote learning the majority of the year as a result of the pandemic. Attendance data is typically strong at Edmonds Elementary, but data from 2020-21 might reflect an even higher level of engagement than in other years as we worked to be as flexible as possible with families.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?

Due to time limitations in fall 2021, the initial stage of this plan included basic introductions to our stakeholders, including Staff, Equity Team, Instructional Leadership Team, Culture & Climate Team, and PTA. As we moved forward, our stakeholders had more authentic opportunities to engage in examining data, progress monitoring, and providing input on school improvement and will have more opportunities this year. Our goal is to also include student voice.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

Strong, research-based instructional practice is taking place in classrooms, and while our overall performance remains strong, there is room for improvement through calibration and alignment. We will need to continue monitoring student well-being and academic progress to know the full scope of the impact on learning from the pandemic years of remote and hybrid model school and to accelerate growth during the current pandemic recovery years.

What are the goals that our school will focus on this school year and why?
Our overall goal will be to align and develop building level strategies to support the Edmonds School District E3 Strategic plan.

Section 3. School Improvement Plan (SIP)

This section describes what our staff 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 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1:
Between Fall of 2021 and Spring of 2024, the percentage of students in primary grades (1-2) able to meet grade level reading standards will increase by 3% per year, from 71.5% in 2021 to 80.5% in 2024 as measured by i-Ready diagnostic assessments.

Theory of action

If we calibrate and align our understanding of the district adopted reading curriculum, then students will be able to meet grade level reading standards through intentional differentiation and implementation of research based instructional practices.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: Calibrate, align, and deepen understanding of the district adopted reading curriculum and its assessment.	Principal and All Certificated Staff

How will we know that the strategy is working?
Strategy 1: Students will experience high quality learning through aligned, calibrated instruction.
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity,

ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
Mid-year Reflect and Revise plan	*What does this look like in action?* Systems and structures of Readers Workshop model in place in classrooms, including classroom libraries.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Running Records i-Ready Fall Data = 40.5%, by winter should increase to 60%
End-of-year Reflect and Revise plan	*What does this look like in action?* Systems and structures of Readers Workshop model in place in classrooms. Supports implemented for intervention (and enrichment) in the classroom and extended learning block.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Running Records i-Ready

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SIP Goal 2:
Between Fall of 2021 and Spring of 2024, the percentage of students in intermediate grades (3-6) who are able to meet math grade level standards will increase by 3% per year, from 61% in 2021 to 70% in 2024 as measured by i-Ready diagnostic assessments.

Theory of action

If we differentiate instruction based on knowledge of students strengths, needs and assessment data, then students will be able to better meet grade level standards in math.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Use curriculum based assessments to determine needed differentiation in small groups.	Principal and All Certificated Staff

How will we know that the strategy is working?

Strategy 1: Use curriculum based assessments to determine needed differentiation in small groups.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan	*What does this look like in action?* Systems and structures that provide for each student to receive small group instruction according to their specific needs. Family connections with i-Ready progress reports shared.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Updated groups and schedules i-Ready Fall data = 30.3% at grade level should increase to 50% CBAs
End-of-year Reflect and Revise plan	*What does this look like in action?* Structures supporting flexible and fluid student groups will continue to support students according to their needs.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Updated groups and schedules i-Ready CBAs

SIP Goal 3:
Between Fall of 2021 and Spring of 2024, students at Edmonds Elementary will report feeling a sense of belonging through connection with each other increasing 5% per year from 58% to 73%.

Theory of action

If we foster a sense of community in every classroom, students will increasingly build a sense of belonging and connection to each other.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: Implementing Responsive Classroom/Morning (class) Meeting and SEL Curriculum integrated throughout the day	Principal and All Certificated and Classified Staff
Strategy 2: Implementing "Orca Pods": All students will be assigned a multi-grade Pod designed to help students build positive connections with students who are not in their class or grade.	Principal and All Certificated and Classified Staff

How will we know that the strategy is working?
Strategy 1: Implementing Responsive Classroom/Morning (class) Meeting and SEL Curriculum integrated throughout the day

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?*		
Mid-year Reflect and Revise plan	*What does this look like in action?* Intentional community building through class meetings. Classroom SEL activities: getting to know each other, names, strengths and needs Morning Meeting structures, community building activities/Responsive Classroom Formal SEL (Second Step) lessons	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Data Student artifacts Classroom activities Ongoing Morning Meeting (Class meeting) structures in place Completed SEL lessons

End-of-year Reflect and Revise plan	*What does this look like in action?* Continued intentional community building through class meetings. Morning Meeting structures, community building activities/Responsive Classroom Formal SEL (Second Step) lessons	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Data Student artifacts Classroom activities Ongoing Morning Meeting (Class meeting) structures in place Completed SEL lessons

How will we know that the strategy is working?

Strategy 2: "Orca Pods" All students will be assigned a multi-grade blended group called a "Pod Squad" with different teacher leaders designed to help students build positive connections beyond their classes with students who are not in their class or grade.

***What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes** (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?*

Mid-year Reflect and Revise plan	*What does this look like in action?* POD committee established Every student will be assigned to a multiage group (approximately 20 students). Monthly POD Meetings scheduled with community building activities	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Data Student artifacts Orca Pod activities
End-of-year Reflect and Revise plan	*What does this look like in action?* Monthly POD Meetings scheduled with community building activities	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Data Student artifacts Orca Pod activities

	POD committee reviewing and revising activities for next year	Student feedback on PODS (annual)

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Whole Staff	**Certificated and Classified staff**
Various Staff, Parents, Community Member	**Equity Team**
Various Certificated and Classified Staff	**Culture & Climate Committee**
Various Certificated Staff	**Instructional Leadership Team**
Alex Alexander	**Principal**

Links to supporting documents
- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)