Edmonds School District

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	2022-2023
Our School Name	Hilltop Elementary

Section 1. Our school

HIlltop Elementary is a school that takes pride in how students, staff and community work together to create a supportive, inclusive and enriching learning environment. To complement the district Vision and Mission, a school vision statement was developed with input from families and staff in 2022.

Our school vision is to create a safe, inclusive learning environment for everyone,
where students respect themselves and others,
learn compassion,
and become empowered scholars.

Our staff focuses on knowing students as individuals and learners to capitalize on students' strengths and respond to their needs. There is a multi-tiered approach for both social-emotional and academic learning. To create a sense of belonging where all students are known and accepted, we are working as a team to learn more about the barriers that our historically marginalized students face and how we can become more culturally responsive in our practice.

A key strategy that we are applying is to refine our core instructional practices through formative assessment, professional development and time for collaboration. Most of our teachers have attended institutes on the teaching of reading from Columbia University's Teachers College, and this year we will partner with University of Washington ConnectEd consultants to train a cohort of teachers in using math interviews to identify trends in our students' mathematical strengths and areas of instructional need. We will continue our professional growth in equitable practices that improve access for all students, including strengthening the practices that support our language learners and supporting foundational reading skills at the word level.

Our certificated and classified professionals are committed to meeting student needs through collaboration. Our teachers have an average of 12 years of experience, and we have little rotation among our teaching and support staff. We do, however, continue to add staff to support our growing, diverse population of students.

We could not meet our goals without the support of our community partners and our Hilltop families. The Hilltop PTSA, Foundry-10, The Edmonds School Foundation and other community groups are essential components to our success. Partnerships with our diverse families are at the heart of our strategies for engagement, equity and excellence.

Student Federal Race	Number	Percentage
Asian	147	26.39%
Black/African American	25	4.48%
Hispanic/Latino of any race(s)	79	14.18%
American Indian/Native Alaskan	2	0.35%
Two or more races	54	9.69%
Native Hawaiian/Other Pacific Islander	1	0.17%
White	249	44.70%
Total Student Count	557	100.00%

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 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, ML/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*
	☑	*Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results*
		● ***Family Engagement Follow Up Survey***
		● ***Vision Statement Survey for Families***
		● ***School Based Belonging Survey for K-6***
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*
	☑	*Please list other data sources used by your school to develop the SIP e.g., family surveys, family partnership/volunteer opportunities; activities e.g., clubs, advisories, SEL instruction, and other*
		● ***Responsive Classroom Consultant Inventory & Student Interviews***
		● ***SWIS Office Referral Trends***
		● ***Family Engagement Follow Up Survey***
		● ***Vision Statement Survey for Families***
		● ***School Based Belonging Survey for K-6***
		● ***Observational Data on Schoolwide PBIS Expectations by Climate Committee***
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)*
	☐	*OSPI high school graduation rates, drop-out rates*
	☑	*Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.*
	☑	*Please list other data sources used by your school to develop the SIP e.g., other formative assessments*
		● ***Math interviews***
		● ***Observations of teaching practices***

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?

Across the 2021-22 year, we saw accelerated growth for most students as we worked diligently to recover lost learning. However, our spring data showed that student outcomes declined by approximately ten percentage points during the COVID19 years. Of particular concern is the Independent Running Records and Acadience reading data for our current second and third graders, the cohorts that missed their first couple years of full-time in-person learning. In addition, we continue to see a gap between our math and reading scores based on SBA and i-Ready data for our 4th-6th grade students, with reading being a relative strength for our intermediate students. This signifies a need to shift to a focus on professional growth in math instruction and a need to drill down to the needs in our mathematics program.

There are concerning gaps between our general population and our Hispanic/Latino students in SBA, i-Ready, and Panorama data. We are challenging our staff to address belonging/connections differences alongside accelerating math and reading growth.

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

Multiple stakeholders were engaged in a review of SIP data and refining goals in this second year of this three year plan. The school Instructional Leadership Team reviewed data in small groups, suggested revisions to the math and read goals and planned strategies for success. Revised goals were shared at a staff meeting, and the entire staff evaluated the progress monitoring of the belonging goal. Additionally, trends, plans to engage students in missed learning and revised goals were shared at PTSA and Equity Team meetings. Input was noted and utilized in creating this plan.

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?

Belonging: There is a three prong approach to supporting a sense of belonging in students that involves engaging students, engaging families, and examining the ways we create space for authentic engagement by our stakeholders. Our Panorama data shows that are Hispanic and Asian students have fewer connections to staff and peers, as well as experience bullying at a higher rate then our general student body. While our equity team and staff training aim for inclusion, we need to provide even more communication, support, and create opportunities to help them feel seen, supported and connected.

Reading: There is a ten percent increase in second and third grade students who are not at standard in reading based on Individual Running Records, i-Ready, and Acadience than before pre-COVID19. The impact of missed learning at the preschool level for these cohorts needs to be addressed by improved alignment in Tier One instruction of phonemic awareness, phonics and other foundational reading skills.

Math: The gap between math and literacy scores on the SBA substantiate classroom data that students need support in developing fluency with numeracy and application of math concepts. Math professional development has been limited and inconsistent in recent years. There is a need to recalibrate formative assessments, instructional practices, accessibility, and teacher understanding of math pedagogy. This is particularly true for our multilingual students whose math scores are significantly lower than our total student population.

What goals will our school focus on this school year and why?
Belonging: Between Spring of 2021 and Spring of 2024, the number of third-sixth grade students who feel a sense of belonging at school will increase from 68% to 76% as measured by Panorama's Wellness Survey's questions on supportive relationships. One key strategy to meet this goal will be to address the needs of our Hispanic/Latino and Asian students.

Reading: Between Fall of 2021 and Spring of 2024, students in grades 1st - 3rd meeting grade level reading standards will increase from 66% to 78% as measured by Teachers College Running Records**:** The goal was extended by two percentage points based on successes from this first year of the three year cycle with this goal. There will also be adjustments in strategies adjusted to respond to the data, the current second grade cohort, and gap closing growth of multilingual students.

Math: Between Spring of 2021 and Spring of 2024, the percentage of students who meet or exceed expected growth on i-Ready math will increase from 57% to 80%. The goal changed from, "*Between Spring of 2021 and Spring of 2024, the percentage of students in grades 4-6 meeting grade level standard in math will increase from 39% to 51% as measured by i-Ready.*" Changes were made because the i-Ready "at standard" ranges across a whole year, and using their percent of expected growth encouraged gap closing work for all groups. In the Spring of 2022, 74% of 4th-6th graders met or exceeded their expected growth for the year on i-Ready. The year prior, 57%, met or exceeded expected, however we know that taking assessments at home during remote and hybrid learning may have an impact on the results. Over the next two years, our goal is to have 80% or all students meet or exceed their expected growth on the i-Ready assessment to signify students at all levels of achievement continue to grow at a rate of one year or more.

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, students in grades 1st - 3rd meeting grade level reading standards will increase from 66% to 78% as measured by Teachers College Running Records.

Theory of action
If we implement consistent and aligned core reading curriculum building-wide that includes all parts of balanced literacy including foundational reading skills, then our students will receive high quality teaching and learning to increase their reading ability.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: Consistency, alignment, and implementation of guaranteed/ viable core reading curriculum (TC Units of Study and Hagerty).	Principal, LAP teachers and certificated staff
Strategy 2: Systematic daily intervention groups for K-2nd grade classes, coordinating use of LAP, ML, and Sp.Ed. staff to target each student's foundational reading skill progress.	Principal, LAP teachers, classroom teachers, ML, and Resource Room staff

How will we know that the strategy is working?
Strategy 1 & 2: Growth in student data will be evident as well as systems/structures during core reading instruction that demonstrates differentiated teaching and learning matched to each learners' needs.

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, ML/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?* Strategy 1: Teachers provide daily Reading Workshop with conferring or small groups, Interactive Read Aloud in addition to foundational skills work. Professional development continues to support use of core curriculum materials. Strategy 2: The spring work of clustering students with like-needs and services across classrooms, and planning intervention time blocks during master scheduling will be vital to planning push-in support	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Strategy 1: Observational data of consistent use of viable core curriculum, and progress monitoring of student learning from Independent Running

	blocks where every student gets foundational reading skills instruction matched to their level of need. Effective diagnostic assessment tools will help group students with like needs within a class, and inform when movement between groups is needed.	Records, Acadience and i-Ready. Strategy 2: Frequency of daily groups, i-Ready, PASI, and Individual Running Records will be reviewed at six week intervals to monitor progress and regroup students.
End-of-year Reflect and Revise plan	*What does this look like in action?* Strategy 1: Provide professional development on upcoming core curricular materials from newly adopted phonics and PA curriculum. Strategy 2: Review and apply strategies for class placement and master scheduling that support a collaborative, flexible grouping intervention block in primary classrooms. Adjust methods based on student progress data.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Strategy 1 & 2: End of the year data will include Individual Running Records, i-Ready and PASI data to see if the intervention groups increased the number of students at standard.

SIP Goal 2:

Between Spring of 2021 and Spring of 2024, the percentage of students who meet or exceed expected growth on i-Ready math will increase from 57% to 80%

Theory of action
If professional development focuses on high leverage math teaching strategies, structures and assessments, then instructional practices will provide entry points for all students to progress at accelerated rates.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Certificated teachers will provide access for all to core math teaching and learning through small and whole group instruction using high leverage teaching practices.	Principal and certificated staff
Strategy 2: A capacity-building team will use math interviews to identify areas of student mathematical needs to inform professional learning of high leverage practices.	Principal and teacher leaders

How will we know that the strategy is working?		
Strategy 1: Utilize math interviews to analyze student needs, provide training progression of math concepts, and implement effective instructional practices.		
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, ML/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?* -Professional development on formative assessment using math interviews and Cognitive Guided Instruction framework. -Math interviews conducted by math teacher leaders in sample classrooms. -Use of assessment data to inform trends in missed learning. - Professional development on instructional methods (math talk, math tasks, CGI, and fluency development) and math unit structures.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Math Interviews Observations of current math practices and routines i-Ready

End-of-year Reflect and Revise plan	*What does this look like in action?* -Continue professional development methods that match areas of missed learning. -Systems and structures in place for unit planning and data review/analysis to inform instructional plans for next year. -Course corrections, as needed.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Math Interviews Observations of current math practices and routines i-Ready

SIP Goal 3:

Between Spring of 2021 and Spring of 2024, the number of third-sixth grade students who feel a sense of belonging at school will increase from 68% to 76% as measured by Panorama's Wellness Survey's questions on supportive relationships

Theory of action
If staff align common assessments and observational data with culturally responsive practices in social emotional learning and authentic family engagement strategies, then students will feel a greater sense of belonging and increase academic achievement.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Integrate culturally responsive into daily teaching, collection of materials, and family engagement.	Principal, Counselors, SiNC Certificated and Classified Staff, Equity Team, PTSA, Climate Committee

How will we know that the strategy is working?

Strategy 1: Culturally responsive teaching practices will be evident in lessons, materials, interactions with and amongst students, and in family engagement practices.

	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, ML/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?* - Equity team will prepare and teachers will teach monthly lessons that are representative of historically marginalized groups and instill pride in each students' identities. - Staff utilize multiple ways of two-way communication with families, including in home languages using translation and interpretation tools. - Equity team will study a family engagement framework and assess strengths and areas of need for ongoing professional development and collaborative planning. - Listening sessions with students. - Professional book study. - Collaborate with PTSA to host engaging, welcoming events for families.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* -Panorama -School-based belonging survey -Listening session with student group -Listening sessions with parent groups
End-of-year Reflect and Revise plan	*What does this look like in action?* - Evaluate effectiveness of strategies. - Family engagement focus groups. - Plan for summer learning for students and staff. - Collaborate with PTSA to host engaging, welcoming events for families.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* -Panorama -School-based belonging survey -Listening session with student group -Listening sessions with parent groups

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

Name:	Role:
Diana Browne **Mandy Carey** **Jamie Davidson** **Shana Dumo** **Matt Grover** **Deborah Fournier** **Saville Pickar** **Sue Rao** **Lisa Reid** **Bonnie Sheehan**	**ILT Members**
Melissa Somoza	**Principal**

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