



# Edmonds School Improvement Plan (SIP) (Grades 7-8)

## 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 students' experience belonging and are 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.

|                            |                         |
|----------------------------|-------------------------|
| <b>Current School Year</b> | 2021-2022 School Year   |
| <b>Our School Name</b>     | Alderwood Middle 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 (500 words or less, including a table of student demographics). Other data can be added if desired.**

Alderwood Middle School is a public school that serves students in grades 7-8. We strive to support our students to receive the care and guidance needed to grow socially, emotionally, and academically so that they can achieve their full potential. We prioritize our efforts and resources on strategies that center around culturally responsive practices to recognize the strengths and support the needs of all of our students.

| Group                                  | Number of Students | % of Students | Group                      | Number of Students | % of Students |
|--|--------------------|---------------|----------------------------|--------------------|---------------|
| Enrollment (October)                   | 789                | NA            | Two or More Races          | 78                 | 9.89%         |
| American Indian/Alaskan Native         | 2                  | 0.25%         | English Language Learners  | 103                | 13.05%        |
| Asian                                  | 151                | 19.14%        | Homeless/McKinney-Vento    | 18                 | 2.28%         |
| Black/African American                 | 44                 | 5.58%         | Low Income                 | 384                | 48.67%        |
| Hispanic/Latino                        | 216                | 27.38%        | Section 504                | 43                 | 5.45%         |
| Native Hawaiian/Other Pacific Islander | 9                  | 1.14%         | Students with Disabilities | 97                 | 12.29%        |
| White                                  | 289                | 36.63%        | Student Mobility           | 15                 | 1.9%          |

## Section 2. Vision and Mission

|  |  |
|--|--|
| <b>Our Equity, Engagement, and Excellence (E<sub>3</sub> Vision)</b> | The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.   |
| <b>Our Mission</b>   | With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances. |

### Data and Stakeholder Engagement Summary

|   |  |
|---|--|
| <b>E<sub>3</sub> Category</b>                             | Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)?  |
| <b>Equity</b><br>(such as student demographics)           | <ul style="list-style-type: none"> <li>● <i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.</i></li> <li>● <i>District data stored on Skyward, Homeroom, and Panorama disaggregated by economically disadvantaged, student mobility, and homeless student groups</i></li> <li>● <i>Staff professional development topics such as Culturally Responsive Teaching and the Brain, SIOP strategies, assessment and differentiation strategies</i></li> </ul> |
| <b>Engagement</b><br>(such as school culture and climate) | <ul style="list-style-type: none"> <li>● <i>Skyward: Student attendance (percent regular attenders),</i></li> <li>● <i>Panorama student survey data</i></li> <li>● <i>Homeroom risk factor data</i></li> </ul>   |
| <b>Instructional Excellence</b><br>(and student learning) | <ul style="list-style-type: none"> <li>● <i>Homeroom: 7th and 8th Grade iReady</i></li> <li>● <i>Using Professional Learning Communities and department time to ensure use of a guaranteed and viable curriculum.</i></li> <li>● <i>Analysis of grading practices</i></li> </ul>   |

**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?**

According to our most recent iReady Reading data, our 7th and 8th grade students have strengths in Phonological Awareness, Phonics, and High-Frequency Words, with at least 90% of our students at mid or above grade level in these areas. Our specific needs were regarding Vocabulary, Comprehension of Literature, and Comprehension of Informational Text, with about one-third of our students at or above grade level. When we examined the data further we found disparities for our students with ELL and Special Education services, who performed far below their grade level peers. For Math, we also examined the iReady data and found a need to focus on Algebra and Algebraic Thinking, a gatekeeper for success in high school as well as an area that all of our staff could contribute support to. Only 15% of our students are performing at or above grade level in this area, with 51% of students two or more grade levels below standard.

When analyzing our Panorama (SEL) survey data from this year, we found that connections were not being made between staff and students as well as amongst students. 47% of our students answered that they were extremely or quite connected to other students at school. 30% answered that they were extremely or quite connected to other staff at school. We are analyzing our data to compare by race/ethnicity,

gender, grade level, and student service in order to see if there are any trends or discrepancies going forward.

We will continue to focus on disaggregated data as our data is reported to us regarding our student population, iReady diagnostic levels, SBA scores, Panorama student survey data, as well as classroom assessment. At the time of this SIP, we do not have a wealth of data to work from other than iReady and Panorama data. In previous years, our students receiving ELL and Special Education services have not made the appropriate progress that their peers have had at Alderwood Middle School according to SBA data and classroom assessments. This will continue to be a focus on this SIP and our professional development. We also know from WSIF data that our White and Asian students typically show higher performance on the SBA than their peers. We will continue to discuss and analyze why this is occurring with multiple stakeholders to help to understand how we will close the achievement and opportunity gap through various strategies and programs. We will analyze trends from incoming data that will show us how our students are performing according to services provided (Special Education, ELL, etc.) and demographics (gender, race, etc.). This SIP will continue to be a living and fluid document that we can modify based on our ongoing progress monitoring throughout the year.

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

Staff were able to provide input into this year's School Improvement Plan in staff meetings and will continue to monitor progress and reevaluate strategies as we progress forward. Our Instructional Council was able to provide input and craft strategies in order to reach our Literacy, Math, and Engagement goals. This council will continue to monitor the SIP monthly and we will spend time in staff meetings to progress monitor and examine the data we will be collecting. Our SIP will be examined by our Equity Team, where we have students and parents as members, to make sure any questions can be answered and opinions can be shared about the direction of the plan. We will also use the Equity Team to share out schoolwide data from iReady, Panorama, SBA, and other data sets that will help inform our progress.

**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?**

It is important that we find the time to discuss instructional pedagogy, assessment strategies, and how we are academically intervening with students. In the recent past, we have had to spend time discussing the nuts and bolts of online learning and Covid protocols, which has taken away time from other areas. As a building, we have to find ways to have common expectations for how students solve problems, use close reading skills, take notes, write paragraphs, and learn vocabulary so that students experience the same procedures across the building. Students will benefit from this repetition and clarity that we haven't had in the past due to a variety of factors. We plan to have these conversations as a whole staff across content areas so we can support students effectively and efficiently. The last 1.5 years of online learning and current Covid protocols hinder relationship and connection efforts in the classroom and throughout the building. We must devise ways to focus on SEL and relationships in the classroom and building in a different way in order to make sure students feel a part of the school.

We also need a more effective plan and district support for Tier 2 services. Prior to Covid, Alderwood had a robust Math Support and Literacy Support Tier 2 Intervention Program funded by the Learning Assistance Program (LAP) funds that have been severely reduced so that we now have one Literacy Support class that serves 15 -20 students. The data from these programs showed we were making a difference in student learning and we now do not have the opportunity to continue these programs. To have a true MTSS model, we need more building resources for supporting our Tier 2 instruction and support.

**What are the goals that our school will focus on this school year and why?**

Literacy Goal - By implementing a variety of supportive instructional practices, such as close reading strategies, SIOP vocabulary strategies, and scaffolded lessons, all students will increase by at least one grade level in their ability to comprehend literature and information text, according to iReady data and frequently monitored by classroom-based assessments. Student achievement data will reflect equitable distribution of outcomes across lines of race, ethnicity, and student service.

Math Goal - By implementing a variety of supportive instructional practices, such as strategies for understanding linear relationships, SIOP vocabulary strategies, and providing translatable materials, all students will increase by at least one grade level in their Algebra and Algebraic Thinking, according to iReady data and frequently monitored by classroom-based assessments. Student achievement data will reflect equitable distribution of outcomes across lines of race, ethnicity, and student service.

Engagement Goal - By implementing a variety of supportive SEL strategies, such as creating relationships, improving access by scaffolding curriculum, practicing culturally responsive teaching, and promoting self-awareness, students will report a greater sense of connectedness to students and staff, according to the Panorama Student Wellness Survey and formative assessments such as student panels and Advisory surveys. Student data will reflect equitable distribution of outcomes around lines of race, ethnicity, and student service.

These goals were selected based off of our available data from iReady and Panorama. They are goals that all of our staff can access and implement strategies for in the classroom. Relationships are paramount in order to increase belonging, so we are striving to foster stronger relationships through SEL strategies and also our ability to make the curriculum accessible to ALL of our students.

### 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.

### SIP Goal 1: Literacy

By implementing a variety of supportive instructional practices, such as close reading skills, SIOP vocabulary strategies, and scaffolded lessons, all students will increase by at least one grade level in their ability to comprehend literature and information text, according to iReady data and frequently monitored by classroom-based assessments. Student achievement data will reflect equitable distribution of outcomes across lines of race, ethnicity, and student service.

**Theory of action** (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If all Alderwood Middle School staff intentionally collaborate through cycles of inquiry to ask all students to engage in reading and vocabulary strategies that require them to summarize text and identify central ideas across all content areas, then all students will show growth in their abilities to read and write at their grade level, as measured by iReady, as well as classroom-based pre and post-assessments.

#### How will we get the work done?

| Strategies we will complete this year   | Person or team responsible  |
|---|---|
| Strategy 1: Identify common close reading strategies and utilize them in classrooms across content areas.   | AMS Staff with leadership from English, ELL, and SS Depts.                            |
| Strategy 2: Identify and utilize strategies to scaffold grade level content for students who need further support with the English language in all content areas. | AMS Staff with leadership from identified staff as well as the English and ELL Depts. |


#### How will we know that the strategy is working?

Strategy 1: Identify common close reading skills and utilize them in classrooms across content areas.  
Implementation data - staff and dept. report; classroom and dept. Formative assessment, iReady data

**What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?**

|                                      |  |   |
|--------------------------------------|--|---|
| <p>30-day plan</p> <p>By Dec 1</p>   | <p><i>What does this look like in action?</i></p> <p><i>Departments come together to create a department goal that is aligned to the Literacy goal. Departments identify the strategies and scaffolding you currently use and staff defines the core strategies we will utilize in classrooms with students.</i></p> <p><i>iReady diagnostic data communicated to students and parents</i></p> | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p><i>Implementation data - staff and dept. report</i></p> <p>Dept. goals prepared</p> |
| <p>60-day plan</p> <p>By Jan 31</p>  | <p><i>What does this look like in action?</i></p> <p>Classroom assessment data review and identify common themes to reteach or enhance</p>   | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Classroom assessments<br/>Data from PLCs</p>  |
| <p>90-day plan</p> <p>By March 1</p> | <p><i>What does this look like in action?</i></p> <p>Review iReady data - identify trends; disseminate data by race, socioeconomics, student service, and other categories. Identify next steps based on what the data communicates.</p>   | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady data from Winter Diagnostic</p>  |

*Please complete the mid- and end-of-year reflect and revise summary using this link.*

 [SIP Reflect and Revise Summary](#)

**How will we know that the strategy is working?**

Strategy 2: Identify and utilize strategies to scaffold grade level content for students who need further support with the English language.

**What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?**

|  |  |  |
|--|--|--|
| <p><i>30-day plan</i></p> <p><i>By Dec 1</i></p>   | <p><i>What does this look like in action?</i></p> <p><i>Share and analyze the Scaffolding Resources for Teachers document produced by the ELL Dept. Find resources that can be/are used right away in classrooms. List of resources here: <a href="#">Scaffolding Resources</a></i></p> <p><i>Identify resources such as “Do I Really Have to Teach Reading?” by Cris Tovani to utilize as research-based practices to use in the classroom.</i></p> | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Implementation data of strategies - staff report and walkthrough observation</p>   |
| <p><i>60-day plan</i></p> <p><i>By Jan 31</i></p>  | <p><i>What does this look like in action?</i></p> <p><i>Utilize strategies from the book, “Do I Really Have to Teach Reading.”</i></p> <p><i>Identify key vocabulary to use across content areas.</i></p> <p><i>Identify and use strategies for helping students understand informational text and literature at their grade level.</i></p>  | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Implementation data of strategies - staff report and walkthrough observation</p> <p>Classroom and common assessments</p> |
| <p><i>90-day plan</i></p> <p><i>By March 1</i></p> | <p><i>What does this look like in action?</i></p> <p>Review iReady data - identify trends; disseminate data by race, socioeconomics, student service, and other categories. Identify next steps based on what the data communicates.</p>   | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Winter Diagnostic iReady Data</p>  |



**SIP Goal 2: Math:** By implementing a variety of supportive instructional practices, such as strategies for understanding linear relationships, SIOP vocabulary strategies, and providing translatable materials, all students will increase by at least one grade level in their Algebra and Algebraic Thinking, according to iReady data and frequently monitored by classroom-based assessments. Student achievement data will reflect equitable distribution of outcomes across lines of race, ethnicity, and student service.

**Theory of action** (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If all Alderwood Middle School staff intentionally collaborate through cycles of inquiry to ask all students to engage in algebraic thinking strategies that require them to graph, create a table, form an equation, and express their answer in written form, then all students will show growth in their abilities to understand linear relationships, as measured by iReady, as well as classroom-based pre and post-assessments.

**How will we get the work done?**

| Strategies we will complete this year   | Person or team responsible  |
|---|---|
| Strategy 1: Review the various standards that align to the iReady Domain of Algebra and Algebraic Thinking and identify cross-curricular relationships in order to use algebraic concepts across content areas. | Math Dept. leading staff<br>All staff implementation across content areas |


**How will we know that the strategy is working?**

Strategy 1: Review the various standards that align to the iReady Domain of Algebra and Algebraic Thinking and identify cross-curricular relationships in order to use algebraic concepts across content areas.

**What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?**

|  |  |   |
|--|--|---|
| <p><i>30-day plan</i></p> <p><i>By Dec 1</i></p>   | <p><i>What does this look like in action?</i></p> <p><i>Using staff meeting time and Building time to examine the standards for 7th and 8th grade that align with the Algebra and Algebraic Thinking iReady domain. Find ways to use these math concepts across all content areas i.e. making a table, graphs, and discussing proportional and linear relationships.</i></p> <p><i>Identify common vocabulary to use with students</i></p> | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p><i>Use of strategies in the classroom - staff report</i></p>  |
| <p><i>60-day plan</i></p> <p><i>By Jan 31</i></p>  | <p><i>What does this look like in action?</i></p> <p><i>Using staff meeting time and Building time to examine the standards for 7th and 8th grade that align with the Algebra and Algebraic Thinking iReady domain. Find ways to use these math concepts across all content areas i.e. making a table, graphs, and discussing proportional and linear relationships. Staff pick concepts to focus on with their students.</i></p>          | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p><i>Staff report back about the concepts they have reinforced in their classrooms in staff meetings and/or Building Days</i></p> |
| <p><i>90-day plan</i></p> <p><i>By March 1</i></p> | <p><i>What does this look like in action?</i></p> <p><i>Review iReady data - identify trends; disseminate data by race, socioeconomics, student service, and other categories. Identify next steps based on what the data communicates.</i></p>  | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p><i>Review Winter Diagnostic iReady Data</i></p>   |

[Please complete the mid- and end-of-year reflect and revise summary using this link.](#)

 [SIP Reflect and Revise Summary](#)

### **SIP Goal 3: Engagement**

By implementing a variety of supportive SEL strategies, such as creating relationships, improving access by scaffolding curriculum, practicing culturally responsive teaching, and promoting self-awareness, students will report a greater sense of connectedness to students and staff, according to the Panorama Student Wellness Survey and formative assessments such as student panels and Advisory surveys. Student data will reflect equitable distribution of outcomes around lines of race, ethnicity, and student service.

**Theory of action** (Please use “if and then” statements to explain how your strategy or strategies will achieve this goal)

If staff work intentionally so that students can comprehend the curriculum and understand the expectations, then students will be more engaged in the learning process. Staff who help make these connections to the text and the world around them will be more likely to have students who feel valued and connected. If students feel valued and connected, they will be more likely to learn, feel they belong, and engage with the materials. If we work to understand who they are and where they are academically and emotionally, this will help increase engagement.

**How will we get the work done?**

| Strategies we will complete this year   | Person or team responsible       |
|---|----------------------------------|
| Strategy 1: Having the option of translating materials for students and parents. Making sure materials are accessible to all students.        | Classroom teachers               |
| Strategy 2: Using Advisory and classroom activities to help set clear expectations, build relationships, and teach organizational strategies. | Classroom teachers and AMS Staff |


**How will we know that the strategy is working?**

Strategy 1: Having the option of translating materials for students and parents. Making sure materials are accessible to all students.


**What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes**

*(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*

|                             |  |   |
|-----------------------------|--|---|
| 30-day plan<br><br>By Dec 1 | <p><i>What does this look like in action?</i></p> <p>Translation template with multiple languages.</p> | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Interview or surveys from staff based on student performance who are using translation materials.</p> |
|-----------------------------|--|---|

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|---|--|--|
| <p>60-day plan</p> <p>By Jan 31</p>   | <p><i>What does this look like in action?</i></p> <p>PD from ELL leaders and/or the district to learn or analyze the best practices to translate and organize materials as well as scaffolding strategies to help with vocabulary and comprehension.</p>   | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Interview or surveys from staff based on implementing new practices and how student performance increases or decreases.</p>  |
| <p>90-day plan</p> <p>By March 1</p>  | <p><i>What does this look like in action?</i></p> <p>Each department using the translatable templates in their classrooms, including for newsletters, on Canvas, and assignments. Information sent home to parents is accessible in multiple languages.</p> <p>Staff using SIOP strategies and Universal Design for Learning to deliver content in a variety of ways that engages the learner.</p> | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Examples of curriculum, newsletters, information, assignments that can be read in multiple languages.</p> <p>Examples of curriculum adapted to make sure all students can access the content at their reading level.</p> |
| <p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> <a href="#">SIP Reflect and Revise Summary</a></p> |  |  |

|  |  |  |
|--|--|--|
| <p>Strategy 2: Using Advisory and classroom activities to help set clear expectations, build relationships, and teach organizational strategies.</p>   |  |  |
| <p><b><i>What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?</i></b></p> |  |  |
| <p>30-day plan</p> <p>By Dec 1</p>   | <p><i>What does this look like in action?</i></p> <p>Development of team building exercises and games during Advisory.</p> | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> |

|   |  |  |
|---|--|--|
|   | <p>Development of strategies for organizational skills for all students to use in Advisory and classrooms. Strategies to make a personal connection with students.</p> <p>Revisit the AMS mantra of: “I am safe, I am kind, I am a learner” to help clarify expectations and to help emphasize common expectations.</p> <p>Continue our work with culturally responsive practices and discussing race and equity as a staff, Instructional Council, and Equity Team.</p> | <p>Use of the games and team building exercises in Advisory.</p> <p>Use of the planner and other organizational skills in Advisory and the classroom.</p> <p>Use of time to emphasize and reinforce the expectations at AMS.</p> <p>Creation and completion of PD for race and equity as well as culturally responsive teaching.</p> |
| <p><i>60-day plan</i></p> <p><i>By Jan 31</i></p>   | <p><i>What does this look like in action?</i></p> <p>Create opportunities for student choice and voice in the school and classroom to help create ownership.</p> <p>Continued creation and use of team building activities and organizational strategies using programs such as AVID and Character Strong</p>  | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Advisory survey to gather student data - checkpoint to check on progress in feeling connected and supported</p> <p>Use of activities and strategies in the classroom and Advisory</p>  |
| <p><i>90-day plan</i></p> <p><i>By March 1</i></p>  | <p><i>What does this look like in action?</i></p> <p>Review Panorama Student Wellness Survey data - identify trends; disseminate data by race, socioeconomics, student service, and other categories. Identify next steps based on what the data communicates.</p>   | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Winter Panorama Student Survey - “Student Wellness”</p>  |
| <p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> <i>SIP Reflect and Revise Summary</i></p> |  |  |

### Section 4. Who helped co-design our School Improvement Plan?

| Name:                 | Role:                             |
|-----------------------|-----------------------------------|
| Brian Stewart         | Principal                         |
| David Friedle         | Assistant Principal               |
| Instructional Council | Department Heads                  |
| AMS Staff             | Certificated and Classified Staff |
|                       |                                   |
|                       |                                   |
|                       |                                   |

**Links to supporting documents**

- [Reflect and revise plan \(progress monitoring plan\)](#)
- Strategic plan