



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

Template Revised August 31, 2021

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.

Current School Year	2021-2022
Our School Name	Edmonds Heights K-12

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.

Edmonds Heights K-12 (EHK12) is an Alternative Learning Experience (ALE) parent partnership program. During the 2020-2021 school year when schools started the year in a fully remote setting, EHK12's enrollment grew by about 100 students to 679 students. One big reason for this shift was parents' desires to create a consistent learning experience and to minimize perceived lapses in instruction. When school's reopened to all students in the 2021-2022 school year, EHK12's enrollment reverted to pre-pandemic levels when many families returned to in-person instruction at their neighborhood school.

At Edmonds Heights, the schoolhouse partners with parents as the primary educators in their students' homeschool learning plan. Each student has a Written Student Learning Plan (WSLP) which is designed to meet the student's individual educational needs, and the family/student works with a certificated WSLP advisor who monitors monthly progress toward parent-identified goals. Students engage in learning in four different ways to satisfy WSLP goals: parent-directed homeschool learning, cooperative homeschool learning, workshop enrichment classes, and certificated classroom instruction.

EHK12 has approximately 20 FTE certificated staff, which represents 23 full- and part-time certificated staff. The average years of teaching represented by the staff is 13 years. Roughly one-third of the certificated staff and the majority of classified staff have direct homeschooling experience, either as a homeschool student or as a homeschool parent.

Our schoolhouse provides direct instructional content, as well as advising on homeschool instruction goals and resources. Per the WACs a child who is enrolled in an ALE school is not required to receive certificated classroom instruction; parents may elect to develop a WSLP that is 100% home-based learning. As a non-traditional learning environment, our certificated staff focuses on providing strategic instructional content that facilitates students' individualized learning needs from kindergarten through 12th grade for those students who enroll in certificated classroom instruction. WSLP advising makes up approximately 20% of the workload for teachers on a continuing contract.

As a result of the above overview, Edmonds Heights' School Improvement Plan focuses on developing and strengthening an equitable school culture that is accessible to and by all families and students.

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	575	NA	Two or More Races	67	11.65%
American Indian/Alaskan Native	2	0.34%	English Language Learners	19	3.3%
Asian	42	7.3%	Homeless/McKinney-Vento	0	0%
Black/African American	4	.69%	Low Income	127	22.08%
Hispanic/Latino	63	10.95%	Section 504	24	4.17%

Native Hawaiian/Other Pacific Islander	0	0%	Students with Disabilities	68	11.82%
White	397	69.04%	Student Mobility	17	2.97%

Section 2. Vision and Mission

<p>Our Equity, Engagement, and Excellence (E₃ Vision)</p>	<p>The <i>Edmonds School District</i> is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.</p> <p><i>Edmonds Heights'</i> is a dynamic learning community for all students to become their best selves.</p>
<p>Our Mission</p>	<p>With our students, staff, families and entire community, <i>Edmonds School District</i> strives 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.</p> <p><i>Edmonds Heights K-12</i> is a flexible, individualized learning community that provides shared educational resources. Our diverse students, families, staff, and educators partner to enable every learner to thrive in an equitable, safe, engaging, and nurturing environment.</p>

Data and Stakeholder Engagement Summary

<p>E₃ Category</p>	<p>Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below. <i>Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.</i></p>
<p>Equity (such as student demographics)</p>	<ul style="list-style-type: none"> ● <i>Where and when available, 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> <ul style="list-style-type: none"> ○ <i>Federal, state, and district provided assessments (ex: SBA, iReady) are made available to all families and families are strongly encouraged to participate.</i> ● <i>Where and when available, district data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, ethnicity,</i>

	<p><i>student mobility, and homeless student groups.</i></p> <ul style="list-style-type: none"> ● <i>Attendance is monitored on a weekly basis as a condition for monitoring adequate progress. If a student’s WSLP consists of 100% home-based learning, then the family and advisor are required to make face-to-face contact on a weekly basis. (WAC 392-550-025 and WAC 392-550-040)</i> ● <i>As of this year, Edmonds Heights’ staff does not reflect its enrollment demographic, and this is an area of growth.</i> ● <i>Staff professional development topics will focus on creating a guaranteed and viable WSLP advising experience regardless of a students’ race, ethnicity, home language, economic status, or learning disability. Staff PD will also address</i> ● <i>Edmonds Heights has a vital and active Equity Team. An area of growth for Edmonds Heights is bridging Equity Team work and staff development.</i>
<p>Engagement (such as school culture and climate)</p>	<ul style="list-style-type: none"> ● <i>ALE attendance data shows that 99+% of students at Edmonds Heights attend school, where attendance is defined as either attending a class taught by a certificate teacher, or meeting weekly with a Written Student Learning Plan advisor.</i> ● <i>Edmonds Heights does not have current community survey engagement data. The most recent data is the 2018-2019 Opinion Survey in which less than 10% of those who were eligible participated. This is an area of growth; we will create and administer an ALE reflective engagement survey to be administered to students and families.</i>
<p>Instructional Excellence (and student learning)</p>	<ul style="list-style-type: none"> ● <i>As Edmonds School District students, all families have a Skyward identity. However, Edmonds Heights’ students’ do not have an active Skyward presence. Students are registered and monitored in ALE, which is a student database housed in School Data Systems.</i> ● <i>Because not every student engages in on-campus schoolhouse-directed learning, many district-and stat prov</i> ● <i>All kindergarten students participate in WaKIDS; SBA is made available, and every effort is made to administer the assessment to students in grades 3-8 and 10. WSLP advisors strongly encourage families to have their students take the iReady diagnostic, which can be used a means of determining students’ grade level academics, as well as providing a home learning tool for parent educators.</i> ● <i>In the 2021-2022 school year, Edmonds Heights will partner with parent educators to develop a survey tool to develop responsive class offerings. The goal is to learn which content at any given grade level will best support the parent educator and student. In meeting this goal, we hope to increase enrollment in certificate teacher led courses.</i>

Reflection questions (Please answer each question in one or two paragraphs.)

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?

Disparities in student outcomes were examined anecdotally and through conversation with community stakeholders in the absence of reliable continuity of data collection.

An **area of strength** at Edmonds Heights is the on-going relationship with families through the WSLP advising process. WSLP advisors (any teacher with a continuing contract) have weekly face-to-face contact with students, engage in monthly review of progress toward learning goals, offer regular feedback, develop monthly intervention plans as needed, and have substantive family conferences three times a year with each family on their caseload.

An **area of growth** at Edmonds Heights is the need for a guaranteed and viable WSLP advisor so that the process provides each student a guaranteed and viable access to WSLP advising. A further area of growth is equity training so that all students experience a learning environment free of implicit bias, microaggressions, and white culture-normed content in the classroom.

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

The school improvement plan was discussed with and will be routinely commented upon and monitored by the Edmonds Heights community in the following ways: consult and feedback during development; sharing monitoring tools and eliciting feedback throughout; partnering in developing a tool for collecting parent educator input on class offerings, as well as community engagement.

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?

What is happening is that families are highly engaged in their students' learning. **What has not been happening** is a cohesive and consistent staff engagement in the schoolhouse side of the ALE program in the following areas: cohesive, intentional, and accessible class offering and services; a guaranteed and viable WSLP advising experience; culturally responsive and equitable teaching practices; and meaningful access to academic and behavioral supports for students.

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

For the 2021-22 through 2024-25 school years, Edmonds Heights K-12 will focus on a school and staff culture which develops and sustains a focus on a shared mission and clear vision for learning in an ALE environment through an equity lens. Specific areas in which the work will focus are: WSLP advising; cohesive, intentional, accessible and equitable classroom learning opportunities; and equitable access to academic and behavior supports for all 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.

<p>SIP Goal 1: (SMARTIE goal here).</p> <p>All students have access to a guaranteed and viable WSLP advising experience</p>	
<p>Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)</p> <p style="padding-left: 40px;"><i>If all students have access to a guaranteed and viable WSLP advising experience, then all students will experience a rigorous learning plan and equitable review of progress toward learning goals as established in the WSLP.</i></p>	
<p>How will we get the work done?</p>	
<p>Strategies we will complete this year (Please list <i>up to three</i> strategies to meet the needs of your students)</p>	<p>Person or team responsible</p>
<p>Strategy 1: WSLP advising staff will identify and decide upon common advising practices and consistent parameters for monitoring adequate progress toward learning goals.</p>	<p>Certificated teachers Learning Leadership Team Administrator</p>

<p>How will we know that the strategy is working?</p>	
<p>Strategy 1: WSLP advising staff will identify and decide upon common advising practices and consistent parameters for monitoring adequate progress toward learning goals.</p>	
<p>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>	

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● WSLP advisors will identify an agreed upon collaborative time to meet and address WSLP practices using the DRAFT 5 process ● WSLP advisors will review and understand the ALE WACs (392-550-****) as they pertain to advising process, adequate monthly progress measures, and interventions 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Survey of WSLP advisors to create a baseline measure of existing understanding of the advising process and measurement of adequate monthly progress. ● Survey Edmonds Heights community to create a baseline understanding of the WSLP experience through the end-user’s perspective.
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Review baseline data of staff responses to identify range of responses and isolate existing commonalities on which agreements will be built. ● Review baseline data of community responses to better understand the impact of variability of WSLP advising practices on the end user. ● Isolate themes, intersections, and differences based on the two sets of baseline data. Share summary with parent educators ● Develop a summary of forms of evidence that are acceptable for measuring adequate monthly progress toward learning goals 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Baseline data summaries of both WSLP advisors and end users, including commonalities and differences between the two sets of data
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Begin implementing the agreed upon common forms of acceptable evidence for measuring adequate monthly progress toward learning goals. ● Collaboratively discuss the impact of implementation and continue to revise as needed 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Number of students meeting adequate monthly progress ● Community member feedback of the advising process changes ● Monitor intervention plans

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

[SIP Reflect and Revise Summary](#)

SIP Goal 2: (SMARTIE goal here)

There are cohesive, intentional, accessible, and equitable class offerings which provide multiple opportunities to meet grade level learning expectations.

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

If there are cohesive, intentional, accessible, and equitable class offerings which provide multiple opportunities to meet grade level learning expectations, *then* all students will have an opportunity to receive high-quality and inclusive instruction in content areas that support their grade level learning goals as called out in their Written Student Learning Plan.

How will we get the work done?

Strategies we will complete this year (Please list *up to three* strategies to meet the needs of your students)

Person or team responsible

Strategy 1: Conduct a multi-year review of prior years’ course offerings to identify strengths and weaknesses in historic course offerings in a given content area at a given grade level.

Certificated staff
Learning Leadership Team
Registrar
Administrator

Strategy 2: Engage parent educators regarding the type and quantity of certificated class offerings desired at a given grade level in a given content area, including course offerings which reflect a diverse community and include culturally responsive teaching practices.

Learning Leadership Team
Leadership Council
Equity Team
Administrator

How will we know that the strategy is working?

Strategy 1: Conduct a multi-year review of prior years' course offerings to identify strengths and weaknesses in historic course offerings in a given content area at a given grade level.

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>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Create data tables that document course offerings and course enrollment in the 2020-2021, 2019-2020, and 2018-2019 school years. ● Develop a rubric for reviewing class offering data in order to identify the following: strengths, areas for improvement, consistencies, and inconsistencies. ● Apply rubric to data tables to create summary that guides future course offerings 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● ALE course offerings and enrollment numbers
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Use rubric to identify strengths, areas for improvement, consistencies, and inconsistencies in course offerings and enrollment ● Develop a tool for determining which courses need to be offered annually, bi-annually, or at some other periodic time. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Course offering data tables ● Rubric
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Develop a cohesive plan for consistent, accessible, and equitable course offerings which can be applied in the following school year. ● Review survey results from parent educator survey (Strategy 2) ● Consult with parent educators for feedback and revision 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Outcome of tool for determining course offering frequency ● Parent educator survey responses

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

[SIP Reflect and Revise Summary](#)

Strategy 2: Engage parent educators regarding the type and quantity of certificated class offerings desired at a given grade level in a given content area, including course offerings which reflect a diverse community and include culturally responsive teaching practices.

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>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Develop a parent educator survey to solicit feedback regarding type and quantity of certificated class offerings, as well as the culturally responsive nature of existing instruction 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● consult with parent Leadership Council for questions to include which will elicit meaningful feedback
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Administer survey to parent educators 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Review data from survey to determine general themes and specific areas for action / implementation
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Share results of survey with Equity Team re: culturally responsive nature of existing instruction in order to plan for further community feedback required. ● Learning Leadership Team, administrator and certificated staff will use survey results when developing a cohesive plan for consistent, accessible, and equitable course offerings. ● Learning Leadership Team, Equity Team representatives, and administrator will develop a plan to address staff training needs as they relate to equity needs. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Community forum participation and engagement

SIP Goal 3: (SMARTIE goal here)

Equitable access to academic and behavior supports for to all students.

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

If all students have equitable access to multi-tiered academic and behavior supports, then all students will experience equitable access to universal instruction and supports that are culturally responsive and differentiated to meet individual students’ needs.

How will we get the work done?

Strategies we will complete this year (Please list up to three strategies to meet the needs of your students)

Person or team responsible

Strategy 1: Develop MTSS structure to support diverse students, including those who are exclusively learning in a home-based learning environment.

Learning Leadership Team
Sub-MTSS Leadership Team
Counselor
Administrator

How will we know that the strategy is working?

Strategy 1: Develop MTSS structure to support diverse students, including those who are exclusively learning in a home-based learning environment.

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

What does this look like in action?

- Research and learn about what MTSS is and how it is implemented in a typical program
- Determine the key components of MTSS that must be present regardless of educational setting

What evidence or data will we review? (e.g., implementation and/or outcome data)

- WA MTSS Framework publication from OSPI
- ALE WACs

60-day plan	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Begin brainstorming how MTSS will be applied in a parent partnership home based learning program ● Research how other ALE parent partnership programs implement MTSS 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● WA MTSS Framework ● ALE WACs ● Research from other ALE programs
90-day plan	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Learning Leadership Team and MTSS Team draft a MTSS implementation plan for Edmonds Heights and share with staff 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p>
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p>SIP Reflect and Revise Summary</p>		

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

Name:	Role:
Kathleen Hodges	Principal
Erin Zackey	Teacher
Marilyn Bourne	Teacher
Christina Federighi Miles	Teacher
Sharon Park	Teacher

Links to supporting documents

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