



# 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.

<b>Current School Year</b>	2022-2023
<b>Our School Name</b>	Alderwood Early Childhood Center (AECC)

## 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.**

AECC is a preschool campus of approximately 212 students but growing every day. Preschool students attend AECC if they reside within the Lynnwood High and Mountlake Terrace High School attendance zones. There are ten inclusive preschool classrooms at AECC; in 9 of those classrooms, the special education teacher is the lead, and in one classroom, a general education teacher, co-taught with a special educator who also serves the IEPs of students in that class.

## Section 2. Vision and Mission

<p><b>Our Equity, Engagement, and Excellence (E3 Vision)</b></p>	<p><b>Equity, engagement, and excellence for each and every student.</b></p>
<p><b>Our Mission</b></p>	<p><b>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.</b></p> <p><b><u>AECC’s Mission and Vision</u></b></p> <p><b><u>Our vision:</u></b> To improve equity and inclusion in our community through the transformative experience of a collaborative and high-quality early childhood learning environment that improves all children’s lives and provides needed support, especially for underserved populations.</p> <p><b><u>Our mission:</u></b> To provide a high-quality early learning program that is a community resource to the Edmonds School District. AECC endeavors to create an environment where diverse learners <i>belong</i> to the same community, where children make friends, learn, and grow.</p> <p><b><u>Our guiding principles:</u></b></p> <ul style="list-style-type: none"> <li>● Inclusive education</li> <li>● Collaboration between teachers and families</li> <li>● Culturally and linguistically responsive teaching and learning</li> <li>● Growth mindset: we are lifelong learners</li> </ul>

### Data and Stakeholder Engagement Summary

<p><b>E3 Category</b></p>	<p>Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).</p>	
<p><b>Equity</b> (such as student demographics)</p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><i>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.</i></p> <p><i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i></p> <p><i>Staff diversity</i></p>

	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p><i>Staff professional development topics, and staff who attended</i></p> <p><i>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</i></p> <ul style="list-style-type: none"> <li><i>Teaching Strategies GOLD whole-child assessment; same dimensions and objectives as the Washington Kindergarten Inventory of Developmental Skills (WaKids)</i></li> </ul>
<p><b>Engagement</b> (such as school culture and climate)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p><i>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?))</i></p> <p><i>Panorama student survey data</i></p> <p><i>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</i></p> <ul style="list-style-type: none"> <li><i>Child Outcomes Summary Forms (COSFs) are a state and federally mandated report for all students with IEP services who are departing preschool to K</i></li> </ul>
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p><i>[there are very few state required tests or assessments, other than COSF]</i></p> <p><i>Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.</i></p> <p><i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i></p> <ol style="list-style-type: none"> <li><i>Teacher’s Pyramid Observation Tool, for focal classroom, and any classroom teacher participating in integrated Teacher Coaching Model (iTCM-3) partnerships with the University of Washington and NWESD 189/OSPI’s Pyramid Innovations Data System (PIDS)</i></li> <li><i>Early Childhood Technical Assistant (ECTA) District Self-assessment in inclusionary practices</i></li> </ol>

**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?**

AECC’s strength is in its diversity of staff and students. Our teachers all have expertise in providing special education services to very young students. The evaluation team and therapists (OTs, PTs, SLPs) want to be in preschool. They have experience in the early childhood special education (ECSE) teaching environment

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

In October of 2021, the AECC certificated staff voted to ratify a new shared decision-making matrix, which outlined the building leadership team's makeup in more detail. The new and improved "Core" BLT group is now formed and will be meeting bi-monthly starting on Oct. 27th.

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

- Incremental training and growth on the installation of school-wide assessment and curricula
- Status quo operations regarding integrated students program at the moment; however, there is a draft MOU in the works that would increase the ratio of typical peers in

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

Input from Building Leadership team:

The Leadership Team meets every month. Throughout the year, we will have ongoing conversations with families, students, and teachers.

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

Before the 2022-23 school year, developmental preschool classrooms and ECEAP classrooms were separated. The Edmonds Preschool Inclusive model has students from three different funding streams all learning and making friends in the same classrooms. The funding streams are: 1) students with services in an IEP; 2) students eligible for ECEAP funding; and 3) Fee- or Tuition-based peers (the latter two groups present as neuro typically developing). There is never more than 50% of students in a classroom who have IEP services.

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

Data collection period for all students in three domains of the Creative Curriculum objectives and dimensions, aligned with the WaKids assessment.

## 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:

**AECC Teachers will complete three Data collection periods for all ECEAP students in WaKids assessment (Pilot Creative Curriculum and begin curriculum implementation process)**

As a result of the actions included in the TOA, we expect that a majority of students will make progress on their individual goals and progress assessments. Specific assessments will be determined as part of the first goal, which is to install and implement a curricular program and associated assessment (e.g. Creative Curriculum and Teaching Strategies Gold for example). Once baseline achievement levels are established, whole school achievement goals will follow

### *Theory of action*

If the administrative team leverages the building budget and meeting schedule to prioritize professional learning and collaboration time,

And if teachers engage in deep investigation of high-quality early childhood programs to understand their focus and rigor, identify and implement early childhood curricula, and consistently use naturalistic and formative assessments in order to create individual learning goals for all children,

And if all staff owns collective responsibility for the academic and social-emotional growth of all students,

Then all students will access essential academic and social-emotional age-level experiences and expectations, and will also receive meaningful and targeted interventions, increasing their readiness for Kindergarten.

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

Strategies we will complete this year	Person or team responsible
<p>Strategy 1:                      Access for all 16 Edmonds Preschool teaching staff, and some associated itinerant/ESA teachers, and paraprofessionals to Teaching Strategies online modules, and “Cloud” digital curricular materials, training from Teaching Strategies certificated instructors and other PD specialists in inclusionary methods with periodic follow-up on concepts and group goals</p>	<p>Principal, District Testing and assessment</p>

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

Strategy 1:

Review of ECEAP children’s “widely held expectations” growth from first check period of initial/official first check period, in cognitive, social and emotional, and language/communication to the 2nd and 3rd.

***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)?***

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>The year’s first two (Fall and winter) TS GOLD Checkpoint data for all ECEAP Students review data in “data pairings” for teachers to identify trends</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data):</i></p> <p>WaKids objectives/dimensions for all students with ECEAP Funding</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>All three TS GOLD checkpoint data (i.e., Fall, Winter, and Spring) data points for all ECEAP students in the WaKids Objectives and Dimensions.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>In data pairs, teachers will review progress and student trajectory, especially for students attending Kindergarten in Fall. Important findings will be added to students' Pre-K to K Transition reports for K teachers to review</p>

## SIP Goal 2:

Equip the staff with the training and tools (emotional and otherwise) to engage in difficult questions about school improvement and change.

### **Theory of action**

If staff grows our skills and knowledge and can engage constructively in crucial/difficult conversations, then our staff, students, and families will be better supported to feel a stronger sense of belonging and trust with our school and our academic achievement will grow.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Leverage techniques outlined in <i>Difficult Conversations: How to Discuss What Matters Most</i> , such as 1) defining the problem, 2) Shifting to a Learning Stance, and 3) grounding conversations in the feelings and the identity (i.e., “abandon blame” (Stone, Patton, & Heen, 2010)	Principal and building leadership team (BLT)

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

#### Strategy 1:

Facilitated discussion of school and individual values, mission, vision and purpose of ECSE and establishment of shared goals regarding evaluation and transition to Part B services; statement of inclusion of neurodiverse student population; and commitment to a core curriculum/”general education” program for all students.

**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)?**

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Staff professional learning focused on skills to engage in constructive conversations across differences</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Professional Learning Log</p> <p>Staff feedback</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Staff-wide culture and accountability survey</p> <p>Review of ECTA District Inclusion self-assessment</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Staff culture and accountability rubric (source to be identified or created internally)</p>

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

Name:	Role:
West Keller	Manager Principal
Darcy Becker	Director of Early Learning

### Links to supporting documents

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