



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	2023-2024
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.

Edmonds Heights K-12 (EHK12) is an Alternative Learning Experience (ALE) parent partnership program in which the schoolhouse partners with parents/guardians as the home 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 basic education needs, and the family/student works with a certificated WSLP advisor who monitors monthly progress toward parent-identified goals. Students engage in learning in three different ways to satisfy WSLP goals: parent/guardian led home learning, enrichment classes, and certificated instruction.

EHK12 has approximately 24 FTE certificated staff, which represents 26 full- and part-time certificated staff. The average years of teaching represented by the staff is 13 years. Roughly one-fourth of the certificated staff and the majority of classified staff have direct homeschooling experience, either as a former homeschool student or as a homeschool parent.

Our schoolhouse provides direct instructional content, as well as advising on home learning 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. Every certificated teacher is also a WSLP advisor.

This year, Edmonds Heights launched more robust core instruction in math and ELA for both certificated class offerings and home learning as a result of our 2022-23 SIP goals and strategies.

Edmonds Heights' School Improvement Plan focuses on developing and strengthening an equitable school culture that is accessible to and by all families and students.

Section 2. Vision and Mission

<p>Our Equity, Engagement, and Excellence (E3 Vision)</p>	<p>Equity, engagement, and excellence for each and every student.</p> <p>Edmonds Heights' is a dynamic learning community for all students to become their best selves</p>
<p>Our Mission</p>	<p>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.</p> <p>Edmonds Heights K-12 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

E3 Category	<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. Please check the data that you used to inform your SIP and add data sources if needed.</p>	
Equity (such as student demographics)	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p><i>Where and when available, all state assessment and district data for students overall and disaggregated by race, ethnicity, ML, migrant, homeless, economically disadvantaged, students with disabilities Federal, state, and district provided assessments (ex: SBA, iReady) are made available to all families and families are strongly encouraged to participate.</i></p> <p><i>Where and when available, district data stored on Qmlativ, Homeroom, and Panorama is disaggregated by economically disadvantaged, ethnicity, student mobility, and homeless student groups.</i></p> <p><i>Attendance is monitored on a weekly basis as a condition for monitoring adequate progress. Students are required to make face-to-face contact with their WSLP Advisor on a weekly basis. (WAC 392-550-025 and WAC 392-550-040)</i></p> <p><i>Edmonds Heights' staff does not reflect its enrollment demographic in the area of ethnicity, and this is an area of growth.</i></p> <p><i>The number of Edmonds Heights students who receive special education services through and Individual Education Plan (IEP) exceeds the district average and the gap increases each year. (Roughly one-third of each year's newly enrolled students has either a current or expired IEP).A significant number of students receiving special education services are identified as neurodiverse.</i></p> <p><i>Staff professional development topics will focus a) on implementing SIOP strategies across the grade and content levels, with specific emphasis on language/content standards and vocabulary, and b) the needs of neurodiverse learners in the classroom.</i></p>

<p>Engagement (such as school culture and climate)</p>	<ul style="list-style-type: none"> □ □ □ □ 	<p><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 certificated teacher or meeting weekly with a Written Student Learning Plan advisor.</i></p> <p><i>31% of our community participated in the Spring 2022 Family Survey. Based on the survey data, our greatest strength was Knowledge and Confidence with a score of 88% favorable. Our greatest growth was in School Engagement at 74% favorable. When compared to district averages, our two opportunity areas were in School Communication Practices and Welcoming and Culturally Responsive.</i></p> <p><i>Other engagement data sources include advising conferences, family partnership opportunities, and anecdotal feedback from parent partnership meetings.</i></p> <p><i>The Edmonds School District's Annual Staff Survey was administered in the 2022-23 school year. Staff interacted with the data and identified areas for both celebration and growth. Identified strengths included a commitment to student success and family support. Areas of growth included talking about difficult topics (e.g. race or peer conflict) and academic accountability for students.</i></p>
<p>Instructional Excellence (and student learning)</p>	<ul style="list-style-type: none"> □ □ □ 	<p><i>Even though all families have a Skyward/Qmlativ identity, the platform is not designed for the unique rostering needs of an alternative learning setting. This impacts Edmonds Heights' students' ability to access district platforms like iReady and Acadience to monitor and assess student learning.</i></p> <p><i>All kindergarten students participate in WaKIDS; SBA is made available, and every effort is made to administer the assessment to all students in grades 3-8 and 10</i></p> <p><i>OSPI high school four-year graduation rates have consistently been in the low-to-mid 70% range. This is an area for growth.</i></p>

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?

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 (certificated teachers) 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 areas of growth include equity training so that all students experience a learning environment free of implicit bias, microaggressions, and white culture-normed content in the classroom, and training in best practice instructional strategies in serving neurodiverse students.

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 meaningful access to academic and behavioral supports for students.

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

For the 2022-23 through 2023-26 school years, Edmonds Heights K-12 is focusing 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. In 2022-23, the work will focused on WSLP advising; cohesive, intentional, accessible and equitable classroom learning opportunities; and equitable access to academic and behavior supports for all students at Tiers I, II, and III. In 2023-24, we will continue this work, giving targeted attention to supporting home educators in providing grade level content, implementing a sustainable Tier II literacy intervention model, and improving our four-year graduation rate.

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:

By the end of the 2023-24 school year, staff will make sure that students have access to a WSLP advising experience that provides an equitable review of progress toward their grade level learning goals.

Theory of action

If all students have access to a guaranteed and viable WSLP advising experience which focuses on the individual student and what they need to know and be able to do at a given grade level,

then all students will experience a rigorous learning plan, an equitable review of progress toward learning goals as established in the WSLP *and* demonstrate steady growth toward on-time graduation.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Equip WSLP advisors with comprehensive and scaffolded advising protocols to facilitate WSLP conversations and home-educator training through the development of a WSLP Advisor Handbook for advisors and a WSLP Advising Guidebook for home educators.	Administrator Building Leadership Team WSLP Advisor PLC
Strategy 2: Implement an articulated continuum of grade level standard requirements that will be memorialized in the WSLP and communicated clearly with parent educators.	Building Leadership Team WSLP Advisor PL Leadership Council

How will we know that the strategy is working?

Strategy 1: Equip WSLP advisors with comprehensive and scaffolded advising protocols to facilitate WSLP conversations and parent-educator training through the development of a WSLP Advisor Handbook for advisors and a WSLP Advising Guidebook for home educators.

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

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Develop a draft WSLP Advising Handbook ● Outlined WSLP Advising Guidebook for home educators based on content of staff DRAFT WSLP Advising Handbook 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● DRAFT handbook drafted and approved by Advisors
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Finalized WSLP Advising Handbook ● Finalized WSLP Advising Guidebook 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● WSLP Advising Guidebook shared with families during June WSLP Advising meetings.

How will we know that the strategy is working?

Strategy 2: Implement an articulated continuum of grade level standard requirements that will be memorialized in the WSLP and communicated clearly with parent educators.

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

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● During January advising appointments WSLP Advisors will use the content / grade level checklists to monitor and assess student growth toward annual WSLP learning goals. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Review of Advisor's student checklists</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● During year-end advising meetings, home educators are able to <ul style="list-style-type: none"> ○ use the content / grade level checklists to summarize and document student learning ○ use the content/grade level checklists to draft a learning plan for the subsequent school year 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Student Checklists ● Student Portfolios ● Preliminary registration information

<p>SIP Goal 2: By the end of the 2023-24 school year, WSLP advisors and home educators will collaboratively implement cohesive, intentional, accessible, and equitable curriculum materials and instructional strategies which provide multiple opportunities to meet grade level learning expectations in both certificated-led and home-educator led learning settings.</p>	
<p><i>Theory of action</i> <i>If</i> there are cohesive, intentional, accessible, and equitable curriculum materials and instructional strategies which provide multiple opportunities to meet grade level learning expectations in both the home- and school learning settings, <i>then</i> 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.</p>	
<p><i>How will we get the work done?</i></p>	
<p>Strategies we will complete this year</p>	<p>Person or team responsible</p>

<p>Strategy 1: Curate grade level content curriculum sources that are rigorous and accessible for learners in both the classroom and home-based learning settings.</p>	<p>Administrator Building Leadership Team WSLP PLC Certificated Staff ALE Program Specialist</p>
<p>Strategy 2: Professional learning in research-based best practice instructional strategies that can be used by both the classroom teacher and the home educator.</p>	<p>Administrator Certificated Staff Paraeducators Home educators</p>

How will we know that the strategy is working?

Strategy 1: Curate grade level content curriculum sources that are rigorous and accessible for learners in both the classroom and home-based learning settings.

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

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> Curriculum review of existing grade level content curricula to identifies areas where additional and/or more varied materials are 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"> Completed review document List of areas that need strengthening
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> Finalized curriculum resources offerings document that will be implemented in the 24-25 school year 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> Finalized document in shareable format for home educator use

How will we know that the strategy is working?		
Strategy 2: Professional learning in research-based best practice instructional strategies that can be used by both the classroom teacher and the home educator.		
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Select number of research-based best practice instructional strategies identified and a professional learning plan developed and begun. ● Instructional Practices resource format is identified and developed 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Schedule meetings, transcripts, and notes
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Classroom teachers are able to articulate the ways in which the identified instructional practices have positively impacted their classroom practice and student outcomes. ● An Instructional Practices resource for home learning is finalized and published for families 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● End of year conversations ● End of year progress conversations with families

SIP Goal 3:

By the end of the 2023-24 school year, students will experience growth in their sense of belonging in academic settings through equitable access to academic supports.

Theory of action

If all students have equitable access to multi-tiered academic supports,

then all students will experience equitable access to universal instruction and supports that are culturally responsive and differentiated to meet individual students' needs and student experience of belonging will be strengthened

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: Implement Acadience reading screening and data collection tools to proactively identify and positively impact identified students through Tier II literacy intervention	ESD Technology Team Administrator ALE Program Specialist Intervention Team
Strategy 2: Implement Lexia intervention tools in partnership with home educators to reinforce literacy intervention work being done on the school campus	Administrator ALE Program Specialist Intervention Team Home educators

How will we know that the strategy is working?		
Strategy 1: Implement Acadience reading screening and data collection tools to proactively identify and positively impact identified students through Tier II literacy intervention		
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> Edmonds School District Qmlativ system will be synced with SchoolDataSystem's ALE platform so that the Acadience platform is accessible to Edmonds Heights staff and students. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> Intervention team staff able to access the Acadience system in order to have students participate in the screening. Intervention team staff will utilize the intervention monitoring tools available through Acadience

<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Staff and students accessing Acadience system to monitor literacy intervention growth and plan for future 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"> ● Acadience platform data
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How will we know that the strategy is working?

Strategy 2: Implement Lexia intervention tools in partnership with home educators to reinforce literacy intervention work being done on the school campus

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

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Using Acadience data, Intervention team teachers will assign intervention modules in Lexia ● Students will use Lexia platform to improve their literacy skills and approach demonstrating grade level proficiency 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Acadience data used to assign Lexia modules ● Lexia data
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Identified students will demonstrate literacy skill growth of at least one grade level 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Lexia data

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

Name:	Role:
Kathleen Hodges	Administrator
Building Leadership Team	
Certificated Staff	
Classified Staff	
Home educators	

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2023-24 Reflect and Revise Summary](#)