

THREE-YEAR PLAN

Edmonds School Improvement Plan (SIP) Grades K–12

Template Revised 08/06/2024

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 outlines what staff members will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

Our School Name Edmonds Heights K-12

Current School Year 2025-26

Section 1. Our School

Edmonds Heights K-12 (EHK12) is an Alternative Learning Experience (ALE) parent partnership program in which the school 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, certificated instruction, and enrichment classes called workshops.

EHK12 has approximately 24 FTE certificated staff, which represents full- and part-time certificated staff. The average years of teaching represented by the staff is 13 years. Most certificated teachers are also WSLP advisors.

Our school provides direct instructional content as well as advising on home learning instruction goals and resources. Per the WACs, a student enrolled in an ALE school is not required to

receive certificated classroom instruction and part of the instruction must be outside of school; parents may elect to develop a WSLP that is 100% home-based learning.

Edmonds Heights' School Improvement Plan will include instruction and assessment measures that happen at school as well as instructional support, resources, and assessment opportunities for at home learning.

Edmonds Heights K-12 Demographics (SY24-25)		
Federal Race	Number	Percentage
American Indian/Native American	1	0.16%
Asian	51	8.25%
Black/African American	11	1.78%
Hispanic/Latino	72	11.65%
Native Hawaiian/Other Pacific Islander	1	0.16%
Two or more races	70	11.33%
White	412	66.67%
By Service Type	Number	Percentage
504	49	7.85%
Bilingual	13	2.18%
Free/Reduced Meals	132	21.15%
Gifted	8	1.28%
Homeless	0	0.00%
Special Education	129	20.67%

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3) Vision | Equity, engagement, and excellence for each and every student

Our Mission | Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

Data and School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

Equity (such as student demographics, listening sessions)

- ☒ Student demographics
- ☐ Employee demographics
- ☒ Enrollment in advanced courses and specialized programs
- ☒ Opportunity gaps in academics and social-emotional learning
- ☐ Other

Engagement (such as school culture and climate)

- ☒ State data on students who are regular attenders
- ☒ District attendance data
- ☐ Exclusionary discipline data
- ☒ Student survey data
- ☒ Family survey data
- ☐ Family partnerships
- ☒ Participation in events and volunteer opportunities
- ☐ Other

Instructional Excellence (and student learning)

All Students

- ☒ State ELA assessment
- ☒ State math assessment
- ☐ WCAS and/or WA-AIM
- ☐ State student growth
- ☒ Grade level on-track indicators
- ☒ Acadience

- ☐ Classroom observation tool
- ☐ Other

Elementary

- ☒ State WaKIDS
- ☒ i-Ready reading
- ☒ i-Ready math
- ☐ Running Records
- ☐ Other

Secondary

- ☒ State graduation rates
- ☐ State dropout rates
- ☒ State ninth grade on-track
- ☒ District course completion
- ☒ District grades/GPA
- ☐ District i-Ready
- ☐ Other

Reflection Questions (Please answer each question in 150 to 300 words.)

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

Background:

The Edmonds Heights team engaged in multiple reflections of our SIP between August and October of the 2025-26 school year with the 25-26 incoming Principal. Some revisions were made. The most substantial shifts included:

1. Focusing our Literacy goal on grades 1-6, and focusing on grade-specific writing benchmarks - sentence formation, paragraph structure, and multi-paragraph essay.
2. Focusing our Belonging goal on grades 6-9 and focusing our belonging efforts on all students in these grade bands.

Though parts of the SIP were modified between the 24-25 version and this year's version, much of the work, especially the efforts to support our WSLP advising practices and supporting our special education students, will continue even if they are not identified specifically in this year's SIP. The following narrative provides context for the work that led up to the 24-25 SIP and is still relevant for the 25-26 updates.

The Edmonds Heights team reviewed a variety of data and resources to identify strengths and needs for the 2024-25 through 2026-27 SIP:

- The 2021-22 through 2023-24 SIP goals and outcomes. This helped generate agreements toward a guaranteed and viable WSLP advising process, implementation of

core ELA and Math instruction, and the implementation of a reading intervention program, which did not previously exist.

- An analysis of special education/IEP qualifiers and goals indicated an annual increase in the number of students identified as neurodiverse. In doing an initial data collection of classes at the start of the school year, it became apparent that there is an impact on the classroom setting.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

Students who are enrolled in core content area classes and/or receive skilled home instruction are making consistent, satisfactory progress because they are being taught using a high-quality curriculum that addresses grade-level and content standards. Students whose parents are proactive home educators (proactively deciding to be home educators for philosophical and/or other reasons) are motivated to engage in the home learning process and actively seek partnership to provide home learning that positively impacts student achievement.

3. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

Students whose families are better defined as reactive home educators (families who choose to be home educators as a reaction to traditional public school for a variety of reasons) are not as routinely successful in the alternative learning setting of Edmonds Heights. More specifically, families who transferred to Edmonds Heights from typical comprehensive public schools in the post-pandemic period, 2021 and later, express more unease and/or lack of capacity to be home education partners. For many families, they have chosen to enroll in an alternative learning experience (ALE) school because their students either were not thriving at, or were experiencing significant anxiety about attending, typical comprehensive elementary, middle, and high schools.

Anecdotally and through conversations with their WSLP advisors, a distinct subset of reactive home educators note that they either do not have the time or the desire to provide instruction at home. As a result, a significant subset of students do not engage in learning outside of the two days a week of classroom instruction they receive on campus. Of these students, many were already performing well below grade level when they enrolled at Edmonds Heights.

4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the SIP?

During the June and September WSLP (Written Student Learning Plan) family conferences, WSLP advisors engaged families in conversations around their students' sense of belonging and academic growth. These student and family conversations provided insight into areas where Edmonds Heights needed to continue to learn and grow in support of its students and community.

As a whole staff, we reviewed classroom learning data, WSLP advising reflections, and prior SIP growth to develop the goals for literacy, belonging/inclusion, and on-track for on-time graduation goals. These goals were used by a variety of leadership teams (Building Leadership Team, SEL Team, Guidance Team) to further refine the goals and to develop strategies for goal attainment.

Section 3. School Improvement Plan (SIP)

This section describes what our staff members will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- **K–8 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth grade on-track for graduation goal, and an engagement goal.**

Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

By Spring of 2027, 70% of students in grades 1 through 6 enrolled in English Language Arts (ELA) classes at Edmonds Heights will demonstrate grade-level proficiency or above in writing as shown on grade-specific, classroom-based writing assessments.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2025 to May 2026, we will develop common instruction and assessment tools for classroom instruction, and we will create capacity for at-home learners to engage in these writing assessment practices at home so we can collectively make use of student data.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If teachers and parent home-educators intentionally design and implement grade-specific writing tasks that emphasize foundational sentence structure (primary) and paragraph development (upper grades), then students will progressively build the skills necessary to express their ideas in writing, thereby preparing them for the higher demand writing in secondary.

Annual Strategies and Ongoing Work Plan

Reflection questions to consider when identifying our key strategy or strategies

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

Please list one to three key strategies

- Develop lessons focused on writing goals for particular grades, and develop a writing assessment that will be used at school and at home at two points in time.
- Develop an easy-to-use rubric to assess the writing work. Make this rubric accessible for families at home.
- Work with ELA teachers to develop/refine Tier 2 interventions for reading and writing.
- Monitor student success throughout the year and capture specific data at two points in the school year.

What will the strategy or strategies look like in action?

- Teachers will develop grade-level lessons to be taught in classrooms and at home.
- In some cases, the specific set of lessons may not be immediately transferable to home instruction. In that case, our teachers will make recommendations to families about curricular resources that best support the same learning. Overall, one of our goals will be to truly share this SIP goal with families to increase understanding and engagement for the years ahead.

- Through ongoing assessment, we will identify students who are struggling and make recommendations for intervention at school or support for at-home learning.

Team or person responsible

- School principal
- Elementary Core Literacy Teachers / Reading Intervention Teacher
- WSLP Advisors

Progress Monitoring

Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- Take baseline data in the form of writing prompts
 - Develop a simple rubric for assessing baseline writing prompts
 - Collect assessment data on the grade level of the writing sample using the rubric
- Mid-year - collect anecdotal feedback from teachers and home educators
- May 2026 - Measure growth through the administration of a writing prompt and include data from parent educators to help inform advisors in overall progress at home.

Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

By May 2027, at least 70% of students in grades 6-9 will indicate they have a sense of belonging at school, where they indicate feeling safe, included, and connected at school.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2025 to May 2026, we will refine the student survey tool, and we will increase the number of students in grades 6-9 who take the survey to 70% of all students in these grade bands.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we create inclusive and relationship-centered opportunities for students to engage with peers, adults, and the broader school community, then students in grades 6-9 will develop a stronger sense of belonging, thereby leading to a greater sense of personal well-being, esteem, and academic success.

Annual Strategies and Ongoing Work Plan

Questions to consider when identifying our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

- Work with Edmonds Heights stakeholders to refine our student survey and develop a system for administration to ensure robust participation.

What will the strategy or strategies look like in action?

- Meet with various stakeholders - students, parents, and staff to create survey questions that asks actionable questions
- Develop a plan for increasing participation across these grade bands. Likely every student can participate in the survey, but our SIP focus will be around the grades that we know are pivotal for social-emotional development and therefore are impactful to student success and graduation.

Team or person responsible

- Principal
- SEL Team
- Student Advisory Team
- Home educator parents/guardians

Progress Monitoring**Questions to consider when planning how you will monitor progress**

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- Completion of the survey and the plans for participation
- Survey data
- Once the survey is complete, we will determine if we will give it one time for this first school year or attempt to give it twice. Two times a year will be the plan going forward; this year it may be one time as intentional time will be spent generating the tool, and may create an issue where the two points in time are too close together.

Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)

From 2024-25 to 2026-27, the student on-time graduation rate will improve from 70% to 90%.

Data Review to Identify Our Annual Target Goal

Reflection questions when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2025 to May 2026, at least 70% of students in grades 5 through 8 will improve in their ability to access grade-level math content as measured by classroom grades of 80% or higher in math courses.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If students in 5th - 8th grade improve their number sense and place value understanding and are able to access grade-level math content, then they will be more likely to pass Algebra 1 and be on track for on-time graduation.

Annual Strategies and Ongoing Work Plan

Questions to consider when planning our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?.
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

- Provide targeted math instruction and intervention focused on developing students' number sense, place value understanding, and ability to apply mathematical operations flexibly as needed.

What will the strategy or strategies look like in action?

- Administer baseline assessment of students' grade-level math proficiency using i-Ready and/or curriculum-based assessment
- Identify targeted standards that support algebraic understanding and develop a grade-level continuum
- Identify students who are working approximately two years below grade level in the identified targeted standards based on pre-assessment
- Identify staff who can deliver targeted math instruction and intervention in the identified areas.

Team or person responsible

- Principal
- General education math teachers
- Paraeducators

Progress Monitoring**Questions to consider when planning you will monitor progress**

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- Formative and summative assessments throughout instruction/intervention period administered by small group leaders and general education teachers
- Post assessment to measure grade level growth

Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
Casey Campbell	Principal
Edmonds Heights Staff	Certificated and classified staff
SEL Team	Certificated and classified staff
Special Education Teachers	Certificated and classified staff
Certificated teachers	During all-staff SIP development meetings
Parents/Caregivers	Primarily through Leadership Council

Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template_24-25](#)
- [End of Year Reflect & Revise Template_24-25](#)