Edmonds School District

THREE-YEAR PLAN

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

Template Revised 08/17/2026

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 how staff members will ensure every student feels a sense of belonging and can 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 2026-27

Section 1. Our School

Edmonds Heights is a K-12 public ALE (Alternative Learning Experience) school in the Edmonds School District. We have certificated classes just like traditional elementary and secondary schools, including Kindergarten, ELA, Math, Science, Social Studies, Art, Library, World Language, and ASL. Additionally, we consistently offer College in the High School classes in Science, English, and Social Studies.

As an ALE, each student has an individualized learning plan called a WSLP (Written Student Learning Plan). Each student is assigned a certificated advisor who works with the student and family to create the plan. As an ALE, some of the learning *must* happen outside of school - this is most commonly referred to as home learning. That work is accounted for on the WSLP and is monitored by the Advisor. Students are required to meet adequate monthly progress as well as weekly contact, and there are structures in place to support and provide intervention as needed.

Our school creates shared learning experiences, enrichment, and a sense of community for families who are passionate about home learning. Additionally, we provide an alternative learning option for students who may not have initially considered home learning, but for whom the traditional school model was not successful. Serving these two unique needs can create complexities, but ultimately there is more in common about what our students want from their educational experience than there are differences.

We have seen an increasing number of students who qualify for special education services interested in becoming students at Edmonds Heights. This is consistent with other ALE programs across the state, especially post-pandemic. We offer specially designed instruction taught by special education teachers and supported by a dedicated team of paraeducators.

We have much of what is provided at traditional settings, including robotics, theater, student leadership, and several school activities, including clubs, dances, and other social events. Nearly all of our events are accessible to students across all grades, and parents/caregivers are always welcome. These help create a strong sense of community.

Our staff is composed of around 18 veteran educators as well as those newer to teaching. Additionally, we have a strong classified team of para professionals, office staff, and prof-techs. Consistent with all staff is a passion for forming strong partnerships with families and providing educational experiences that truly align with the specific needs of the individual student.

Edmonds Heights celebrates its 30th year this year. There is a strong history and tradition of giving students educational experiences that have been life-changing and have been strong in preparing students for life beyond graduation.

Edmonds Heights K-12
2025-26

Total Student Enrollment

592

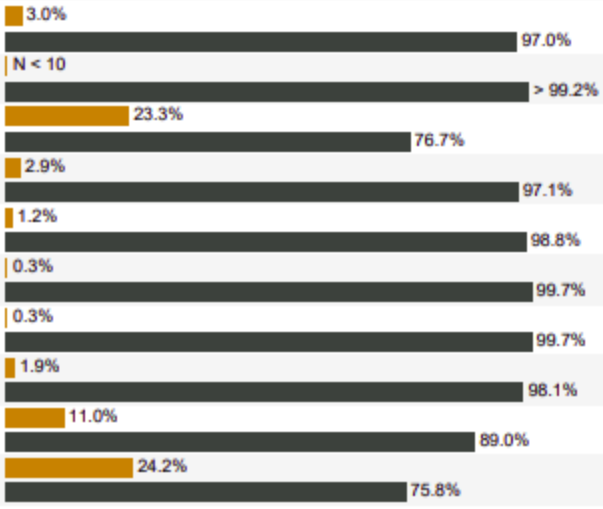
Gender



Race/Ethnicity



Program and Characteristic



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, social-emotional learning, and discipline
- ☑ Family Surveys
- ☑ Special education and least restrictive environment data
- ☐ 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

- [x] State ELA assessment
- [x] State math assessment
- [ ] WCAS and/or WA-AIM
- [ ] State student growth
- [x] Grade level on-track indicators
- [x] Acadience
- [x] Classroom observation tool
- [ ] Other

Elementary

- [x] State WaKIDS
- [x] i-Ready reading
- [x] i-Ready math
- [ ] Running Records
- [ ] Other

Secondary

- [x] State graduation rates
- [x] State dropout rates
- [x] State ninth grade on-track
- [ ] District course completion
- [x] 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?

Our school improvement planning process was informed by a review of multiple sources of student and school data. Last year, our team reviewed state assessment results as well as i-Ready mathematics data. This data, in addition to our high school graduation data, helped direct our goal to focus on algebraic competency.

Because we are a K–12 alternative learning program, our assessment data is not as comprehensive as it may be in a traditional school setting. Not all students participate in every state or universal assessment, and our students have varied instructional pathways and schedules. We therefore recognize the importance of considering qualitative and anecdotal data as well.

This year, staff engaged in a collaborative process to identify the most significant challenges and needs related to student writing. Staff input, classroom experience, and available student work and assessment information helped us identify writing engagement/stamina as well as organization and structure of writing as areas for schoolwide attention. These areas will inform specific strategies and measures in our school improvement plan.

Our goal for this year is to develop consistent practices for collecting data. We've had various approaches to this over the years and it will be very beneficial to our parents as the primary educators, the teachers, and the students themselves to make regular use of predictable data on a regular basis to help everyone see growth.

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 attend certificated ELA and/or Social Studies classes receive regular instruction around writing across all grade levels. There is clear evidence of students growing in their writing abilities throughout the year as noted in classroom assessments or SBA scores.

On the other hand, we have students who are resistant to writing and therefore have not practiced enough to become fully proficient. Additionally, we sometimes have students entering our school that may have received little to no writing instruction prior.

Individual progress is easy to see. School-wide progress is more challenging to see when we consider the big differences in student abilities, as well as being a K-12 school with mixed grade-level classes. This is why an important goal for this year will be to develop systems for regular data collection - and that is true in both ELA and Math.

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?

Our focus this year is to create school-wide practices to instruct and assess writing. In addition to that, though perhaps it is not fully evident in our specific SIP goals for this year, we will examine our learning support classes supporting students with an Individualized Education Plan (IEP) in reading and writing - this is because many of our students requiring specially designed instruction in these areas are indeed behind grade-level peers in writing.

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?

For our ELA goal, we heard from families regularly, whether in conversations about home learning or in IEP meetings, that getting their students to write was a big challenge. Throughout the 26-27 school year, we will share our writing focus with families and work on compiling strategies to support home educators with their students' writing.

For our on-time graduation goal, we discussed in our Leadership Council that we will have advisors/teachers post grades at semester for a better view into a student's trajectory. Though our on-time graduation goal focuses primarily on math, this was still relevant to family input to share a practice. Our math goal will involve partnering with families who have students taking certificated classes around the i-Ready assessment data and how to use it to inform them about their student's progress.

For our belonging goal, we heard from students that they often don't know how to access support at school or are, in some cases, unaware of the role of a school counselor.

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)

Students in grades K-12 will strengthen their ability to engage in and sustain informational writing as well as produce writing with proficient grade-level organization and structure. This will be measured using classroom writing assessments with a common rubric applied across all grade levels.

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)

For the 26-27 school year, teachers will develop and use a common rubric to measure writing stamina and writing organization/structure, and teachers will administer at least three writing activities/assessments throughout the year.

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

Two Parts:

1.) If we work intentionally to teach strategies and assess growth in writing engagement and writing stamina, students will be less reluctant to engage in writing and will begin to see themselves as writers and therefore become more competent writers throughout their K-12 educational experience.

2.) If we work to focus on overall writing structure and organization, students will grow in their ability to convey their thoughts in writing, thereby leading to greater confidence in writing and more proficient writing overall.

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

1.) We will get more engagement if we design our writing activities as part of the typical class instruction. This year's writing goal reflects a change in practice in which each teacher's writing activity may look different but will be assessed on the same rubric (adjusted for grade) for writing stamina and organization/structure.
2.) Teachers will have time in building meeting times and PLC times to share strategies and review student work collaboratively.
3.) Teachers and the principal will draw from various professional development resources on writing for staff to share and learn from throughout the year.

What will the strategy or strategies look like in action?

Teachers will give writing activities at three points in time for data collection - Fall / Winter / Spring.

Teachers will have time to score in collaboration with colleagues and record data for informing the SIP.

Teachers will have time to share strategies they use in their classes to get students to engage in writing and/or make revisions to improve writing.

This year, rather than study one particular book on writing, teachers and the principal will pull from various resources to develop teacher understanding of strategies and best practices.

Team or person responsible

All teachers K-12

Principal

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)

We will collect the data from each teacher from each writing assessment. This year we will evaluate this system to see if the data is actionable and if another structure would be more effective.

Additionally, we will review SBA ELA scores to draw any comparisons by grade or strand.

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

Students in grades 6 - 12 will report a positive sense of belonging of 80% or higher, as indicated in the Edmonds School District Student Belonging survey as well as an Edmonds Heights student survey (in development)

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)

During the 2026-27 school year, EH staff will make all students and families aware of school-based resources for supporting academic and social-emotional challenges and for navigating peer conflict. We will develop student engagement with the Peer Mediators program, the Speak Up Protocol, and the Student Advisory Board, which meets with the principal and Student Leadership to discuss student needs.

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

If students in grades 6 - 12 are more aware of resources at school, including relevant staff who can help with student challenges, then students will experience greater success in working through these challenges and will increase trust with school staff, leading to a greater sense of belonging at school.

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

Give the Speak Up training to students
Introduce students to Peer Mediators and how to access the resource
Continue to offer SchoolLinks workshops for various grades
Develop a presentation that covers harassment and/or bullying
Develop the Student Advisory Board in connection with the Student Leadership team

What will the strategy or strategies look like in action?

The Speak Up Training will be given to students during a lunch hour

SchoolLinks workshops will happen at various times throughout the year, led by different staff supporting different grade levels.

Peer Mediators will be led by our Secondary Counselor, and we will use multiple methods to present this information to students and families about this resource.

Student Advisory Board will be formed based on interest and recommendations. They will meet regularly (interval TBD) with the principal and establish a connection between Student Leadership/ASB and the principal.

Team or person responsible

Principal

Dean of Students

School Counselors

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)

We will ask Advisors to ask families about their awareness of these resources on campus. Additionally, we will further develop our own school-specific survey to see how students and families respond to these efforts.
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Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)

Students in certificated math classes and in grades 3 - 9 will demonstrate greater success in algebraic readiness as measured in the Algebra strands of the i-Ready assessment.

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)

During the 26-27 school year, students will grow by at least 10% in the algebra strand in i-Ready between their first and third assessment.

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

If teachers use reliable data on algebraic understanding in grades 3 - 9, then they will make instructional shifts in their classes to focus on improving student understanding of these concepts, and students will be better prepared for Algebra class, thereby leading to more students earning credit and making overall progress, resulting in greater 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

Teachers in certificated classrooms will assess students using i-Ready at three points throughout the year.
Teachers will be given time to review results collaboratively in order to generate instructional focus areas and instructional strategies.
Teachers will share diagnostic results with families/advisors to support at-home learning focuses.

What will the strategy or strategies look like in action?

Principal and teachers will communicate the SIP goal to community/families in fall, highlighting the value of the i-Ready diagnostic.
Certificated math teachers will give the i-Ready assessment at three points in time and will share results with families after each session.
Teachers, and to some extent Advisors, will work to instruct our families about how to make the most use of the i-Ready data to inform them about their student's competency on these algebraic concepts.

Team or person responsible

Certificated math teachers

Principal

Parent Educators

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)

Math teachers will review i-Ready data to examine student proficiency in algebraic understanding across the grade levels.

Math teachers and advisors will share anecdotal feedback about parents' understanding of the i-Ready data and how it helped inform the math instruction for at-home learning.

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

Name	Role
All Teachers	Teachers of certificated classes
Casey Campbell	Principal
Edmonds Heights families	Primary educators in our parent partnership program
All Advisors	Advise families on overall progress, including interventions when progress is not met.

Links to supporting documents

- Edmonds School District 2021–2026 Strategic Plan
- Mid-year SIP Reflect/Revise_2026-27
- End-of-year SIP Reflect/Revise_2026-27