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 Alderwood Middle School

Current School Year 2026 - 2027

Section 1. Our School

Alderwood Middle School serves 664 students in grades 7 and 8. Our vibrant community reflects rich cultural and linguistic diversity, with 34% Hispanic/Latino, 31% White, 16% Asian, 9% Black/African American, and 9% Multilingual Learners. Over half (51%) of our students qualify for low-income support, and 17% receive Special Education services.

AMS is committed to fostering an environment where every student experiences belonging and academic success. Key strengths include strong family participation at school events, a growing culture of positive student-staff relationships, and proactive attendance outreach. To address opportunity gaps, AMS is expanding Tier 1 literacy and math scaffolding, structured language routines for Multilingual Learners, and inclusive extracurricular affinity groups.

Alderwood Middle School

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	670	100%	Two or More Races	60	8.96%
American Indian/Alaskan Native	3	<1%	Multilingual Learners	173	25.82%
Asian	108	16.12%	Homeless/ McKinney-Vento	18	2.68%
Black/African American	57	8.51%	Low Income	338	51%
Hispanic/Latino	225	33.58%	Section 504	46	6.86%
Native Hawaiian/Other Pacific Islander	9	1.34%	Students with Disabilities	115	17.16%
White	208	31.04%			

Native Language

Group	Number of Students	% of Students
Non-English (43 Languages)	272	40.6%
Spanish	135	20.15%
Vietnamese	23	3.43%
Portuguese	12	1.79%
Ukrainian	13	1.94%
Russian	10	1.49%

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
- [x] WCAS and/or WA-AIM
- [ ] State student growth
- [x] Grade level on-track indicators
- [ ] Acadience
- [x] 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
- [x] District grades/GPA
- [x] District i-Ready
- [ ] Other

Reflection Questions

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?

   The Alderwood Middle School staff engaged in a comprehensive inquiry process, analyzing state assessment results, i-Ready diagnostic trends, attendance metrics, and demographic data. This in-depth examination revealed significant strengths in school climate and belonging but also highlighted critical root causes affecting student achievement. Specifically, students receiving Multilingual Learner and Special Education services are not yet reaching grade-level proficiency at rates comparable to their peers.

   To examine disparities thoroughly, our team disaggregated data across race, ethnicity, language proficiency, socioeconomic status, and special education designation. This analysis surfaced persistent opportunity gaps in foundational reading comprehension and mathematical reasoning. Additionally, data revealed that uneven access to academic support beyond the school day exacerbates these learning gaps. By explicitly centering these disparities in our planning, AMS has prioritized targeted Tier 1 scaffolding, consistent academic language routines across disciplines, and expanded access to structured interventions, ensuring resources are directed where they are needed most.

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

   Based on the data analyzed, Alderwood Middle School is showing meaningful progress in several key areas connected to our school goals. One of the most encouraging trends is the steady rise in students' sense of belonging. More students are reporting feeling

connected to school, supported by adults, and accepted by their peers. This growth reflects the daily, relationship-centered work of our staff, teachers greeting students at the door, counselors checking in, and support staff creating welcoming spaces across campus. These consistent practices have helped build a culture where students feel that they matter.

We are also seeing stronger family partnerships and community participation. Attendance at events such as Curriculum Night, Open House, and family engagement nights has grown, signaling that families view AMS as a place where their presence is welcome and valued. These deeper connections between home and school are helping students feel more supported and reinforcing our shared commitment to their success.

In addition, student attendance patterns are improving, with students maintaining 90% or better attendance. This improvement is linked to proactive outreach and collaboration among counselors, teachers, and our Family Resource Advocate, who are helping students and families address barriers to consistent school attendance.

Together, these data points tell a clear story: AMS is becoming a school where students and families feel connected, seen, and supported. The intentional focus on relationships, belonging, and communication is helping us make measurable progress toward our mission of creating a thriving, inclusive learning community.

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?

Based on the data, Alderwood Middle School continues to face challenges in ensuring equitable academic progress across all student groups, particularly in English Language Arts and Mathematics. While many students demonstrate growth, the overall proficiency levels, especially among students receiving Special Education and multilingual services, remain below our school's goals.

One factor contributing to this gap is the uneven access to academic support and enrichment opportunities outside the classroom. Some students benefit from consistent tutoring, home resources, or after-school help, while others face barriers that limit their ability to reinforce skills beyond the school day. This imbalance continues to widen achievement gaps, particularly for students who need additional, targeted learning time.

Within the classroom, instructional practices and interventions, though improving, have not yet been implemented with enough depth or consistency to fully close these gaps. Teachers are working hard to differentiate instruction, but many students still require more intensive, sustained support to master foundational literacy and numeracy skills. Additionally, some intervention systems remain fragmented, making it difficult to monitor progress effectively and adjust instruction in real time.

To move closer to our goals, AMS will focus on strengthening Tier 1 and Tier 2 instruction, improving collaboration around student data, and expanding equitable access to academic support both during and after school. By aligning resources and instructional practices more closely with student needs, we can ensure that every learner, especially those furthest from proficiency, has a clear pathway to success in English and Mathematics.

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?

Our team engaged the school community in a collaborative, ongoing manner to develop, support, and monitor the School Improvement Plan (SIP). The process began by presenting the SIP to the Equity Team, which includes staff, families, and other key stakeholders. This team played a crucial role in providing diverse perspectives on our long-term goals, ensuring that the needs of all student subgroups were considered. A key component of this engagement was a comprehensive data analysis session, in which the Equity Team reviewed diagnostic test results and other relevant data to identify areas for improvement and to target specific goals for historically underserved student groups. The Equity Team also provides feedback on SIP progress at various points throughout the year, helping monitor its implementation.

We also engaged educators directly through staff meetings and professional development sessions, where teachers could provide input on the SIP goals and discuss how they would align with classroom practices. These ongoing conversations with staff, families, and students allow us to refine and adjust the SIP throughout the year, making it a living document that responds to the evolving needs of our school community. By fostering consistent collaboration, we can ensure that the SIP remains relevant and effective in driving school improvement.

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.

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

English Language Arts:

From Fall 2024 to Spring 2027, the percentage of students meeting or exceeding state grade-level standards will increase from 50% to 70%, and the percentage of Latino students meeting or exceeding state grade-level standards will increase from 29% to 70%, as measured by the English Language Arts Smarter Balanced Assessment.

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)

English Language Arts:

From Fall 2026 to Spring 2027, the percentage of students meeting or exceeding grade-level expectations will increase from 35% to 50% overall and from 25% to 40% for Latino students in reading comprehension, while vocabulary proficiency will increase from 31% to 50% overall and from 18% to 40% for Latino students, as measured by the i-Ready Reading diagnostic.

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

If teachers increase Tier 1 instruction and Tier 2 interventions by providing time to read and offering whole-group, small-group, and individual reading and vocabulary instruction across a wide range of modalities and genres, then students will grow in their ELA skills.

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. **Consistent Use of Common Language and Scaffolding Tools Across Learning Environments.** We will adopt and maintain a common set of scaffolding tools, sentence stems, annotation protocols, and metacognitive prompts across ELA, social studies, science, and electives. Teachers will embed and reinforce these scaffolds in all reading and writing tasks, following calibration cycles to ensure consistency.
2. **Structured Reading Blocks with Scaffolded Choice & Strategy Instruction**. We will dedicate a daily, structured reading block (15–20 minutes) in which students work with leveled texts of their choice (from a curated library), always within strategy-supported formats (mini-lessons, partner think-alouds, guided scaffolds, check-ins). Independent reading for choice and exploration will occur weekly during a dedicated library/book talk time. Over time, scaffolds will fade as students build independence.
3. **Regular Practice and Assessment of Formal Responses Across Disciplines.** Students will regularly craft text-based, evidence-driven writing responses in every discipline. Each course will include scaffolded writing assessments using common rubrics and calibration protocols. Teachers will analyze responses to identify common gaps and adjust instruction or scaffolding accordingly.

What will the strategy or strategies look like in action?

1. **Consistent Language & Shared Scaffolds Across Subjects**
   Across all classrooms, teachers intentionally use common scaffolding tools and academic language to support reading comprehension and vocabulary development. Annotation protocols, sentence stems, and thinking routines such as "Say–Mean–Matter" or "What makes you think that?" are visible and reinforced throughout instruction. Anchor charts and visual cues display shared strategies, helping students recognize familiar support across classes. Teachers model metacognitive strategies by thinking aloud, asking clarifying questions, and guiding students to summarize or infer meaning from complex texts. As students internalize these routines, they begin to independently apply them during reading, discussion, and writing tasks. In professional learning communities, teachers plan lessons using the shared scaffolds and reflect together on their impact, ensuring consistency and

coherence across disciplines. Walkthroughs and classroom observations reveal common practices, language, and routines that help all students access rigorous content through consistent support.

2. **Structured Reading Blocks with Scaffolded Choice & Strategy Instruction** Students participate in a structured reading block designed to build comprehension and vocabulary through explicit strategy instruction and supported practice. Teachers begin with a short mini-lesson modeling a comprehension strategy—such as predicting, questioning, or summarizing—before students apply it to texts at their independent reading level. Students select from a curated collection of high-interest texts that match their abilities and interests, ensuring engagement while maintaining an appropriate level of challenge. During this time, teachers confer individually or in small groups, providing targeted feedback and differentiated support. Reading tasks often include annotation, partner discussion, and reflection using academic sentence stems to deepen understanding and promote active thinking. Regular library visits and “book talk” sessions allow students to set personal reading goals, share recommendations, and track progress. Teachers use formative data and i-Ready diagnostics to guide text selection, adjust groupings, and refine instructional focus, ensuring reading time remains purposeful, structured, and effective.
3. **Frequent Formal Writing Across Disciplines with Feedback & Calibration** Students regularly engage in text-based writing across content areas, integrating evidence, academic vocabulary, and content knowledge to demonstrate comprehension and critical thinking. Before writing, teachers share rubrics, exemplars, and clear expectations so students understand how to construct effective responses. Writing instruction follows a gradual release model: planning, drafting, peer feedback, and revision, supported by scaffolded tools and feedback protocols. Collaborative teams develop common prompts and writing tasks connected to disciplinary texts, ensuring coherence and alignment across grade levels and subjects. Peer and teacher feedback emphasizes clarity, use of evidence, and vocabulary precision, and teachers participate in calibration sessions to review student work, ensuring consistency in scoring and expectations. Writing results are analyzed to identify common strengths and gaps, which inform future instruction and targeted interventions. Over time, student writing demonstrates measurable growth in structure, complexity, and vocabulary, reflecting deeper comprehension and the transfer of literacy skills across disciplines.

Team or person responsible

AMS Teachers

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)

Winter i-Ready Reading Diagnostic - Advisory

Classroom assessments - English, Social Studies, Science

Classroom Observation Tool: used by Admin and Teacher colleagues

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

Mathematics:

From the Fall of 2024 through the Spring of 2027, the percentage of students meeting or exceeding grade-level standards will increase from 32% to 70% for all students and from 12% to 50% for our Multilingual Learner students, as measured by the Mathematics Smarter Balanced Assessment.

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 the Fall of 2026 through the Spring of 2027, the percentage of students at or above grade level in overall placement will increase from 20% to 50% for all students and from 4% to 25% for our multilingual students, as measured by the i-Ready Mathematics diagnostic.

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

If teachers intentionally strengthen Tier 1 instruction by focusing on clear learning targets, consistent routines for problem solving, and meaningful checks for understanding, while providing structured supports for Multilingual Learners to talk, write, and reason about math, then students will show measurable growth across all math domains, as reflected in i-Ready overall placement.

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

1. **Daily Math Reasoning Routines**. Teachers begin class with a consistent reasoning routine such as *Number Talks*, *Which One Doesn't Belong?*, or *Notice & Wonder*. Students explain their thinking, compare strategies, and justify reasoning aloud. This strategy will:
    - Build conceptual understanding and flexibility.
    - Create low-floor/high-ceiling access for all learners, supporting multilingual students by modeling academic language in context.
    - Improve fluency and confidence without adding curriculum minutes.

    Students engage in mathematical discourse every day, normalizing talk about math ideas rather than just answers.

2. **Use of Formative Checks and Feedback Loops.** Teachers embed quick, visible checks for understanding (exit tickets, whiteboard responses, "show me" signals, or digital polls) at least twice per lesson and adjust instruction immediately based on what they see.

- Formative assessment has one of the highest effect sizes in John Hattie's *Visible Learning*.
- Frequent, short feedback cycles identify misconceptions early, crucial for preventing learning loss in key i-Ready domains.
- Encourages responsive teaching over coverage.

Instruction stays aligned to where students actually are, not where the pacing guide says they should be.

3. **Structured Language Support for Mathematical Communication.** Teachers use sentence frames ("I noticed that…," "My strategy was…," "I disagree because…"), visual supports, and multilingual resources (e.g., bilingual glossaries or Desmos visual tools) during partner- or group-based problem-solving.
    - Students learn math by speaking the language of math.
    - Explicit language scaffolds allow multilingual students to access content and participate in academic discourse.
    - Builds both conceptual understanding and English language proficiency simultaneously.

    Multilingual Learners move from silent compliance to active reasoning, narrowing the performance gap across domains.

What will the strategy or strategies look like in action?

1. **Daily Math Reasoning Routines**
    - The first 10 minutes of class open with consistent, low-stakes reasoning activities such as *Which One Doesn't Belong? Number Talk*, or *Estimation Clip*.
    - The teacher projects a prompt, and students *first think silently, then talk with a partner, then share aloud*.
    - The focus is on *how* students reason, not on who gets the right answer.
    - The teacher records multiple student strategies on the board, labeling them with student names or phrases like "Maria's method" or "Khalil's pattern."
    - Students hear and see that there are multiple ways to think about the same problem.
2. **Formative Checks and Feedback Loops**
    - Throughout the lesson, teachers use *quick checks* every 10–15 minutes. Examples:
        - "Show me with your fingers—who got 24 square units?"
        - Whiteboards up: "Draw your model."
        - Digital quiz or exit ticket (Kahoot, Google Form, Nearpod).
    - The teacher scans for patterns in errors, calls out strengths, and reteaches immediately.
    - Students know feedback isn't a grade—it's guidance.

- At the end of class, the teacher might ask: “What’s one thing you understand better now than you did at the start?”

3. **Structured Language Supports for Mathematical Communication**
   - Students use sentence frames during partner talk and group work:
     - “The strategy I used was…”
     - “I agree with ___ because…”
     - “I noticed the pattern that…”
   - Word walls, visuals, and manipulatives (such as fraction tiles or graphs) are regularly used to make abstract ideas concrete.
   - Teachers pre-teach essential math vocabulary before introducing new concepts, often tying words to visuals and gestures.
   - During problem-solving discussions, multilingual students have time to *think, talk, and write* before being asked to share aloud.

Team or person responsible

Math Department, with support from Science, Social Studies, and Health & Phys. Ed.

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)

i-Ready completion and diagnostic data: Monitoring students' progress toward their i-Ready-provided Yearly and Stretch Goals

Classroom Observation Tool: used by Admin and Teacher colleagues

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

Social-Emotional Learning:

From Fall 2024 to Spring 2027, the percentage of AMS students who report a sense of belonging will increase from 68% to 90% in the general population and from 60% to 90% in

our Latino population, based on attendance rates.

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)

Social-Emotional Learning:

From Fall 2026 to Spring 2027, the percentage of AMS students reporting a sense of belonging will increase from 73% to 80% in the general population and from 74% to 81% in our Latino population, based on attendance rates.

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

If AMS intentionally builds daily relationships through classroom-embedded Social-Emotional Learning (SEL), provides structured opportunities for student voice and connection (affinity groups, sports, and clubs), and responds to attendance issues with care-centered, problem-solving approaches, then students' sense of belonging and attendance will increase.

This change will happen because teachers and staff make belonging a visible, daily practice, supported by three evidence-based strategies.

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

1. **Daily Connection and SEL-Infused Classrooms**
   - Teachers open and close classes with brief SEL routines (e.g., morning welcomes, mood check-ins, reflection questions).
   - Advisory or Character Strong lessons focus on empathy, identity, and connection, not just compliance.
   - Teachers intentionally greet students by name, acknowledge absences ("Glad you're back- we missed you!"), and notice small wins.

2. **Belonging Through Connection: Affinity Groups, Clubs, and Sports**
   - Students are actively invited and supported to join extracurriculars that align with their interests or identities, including sports, robotics, drama, art, leadership, the Latino Student Union, the GSA, or the Multilingual Affinity Group.
   - Coaches and advisors intentionally recruit underrepresented students and check on attendance patterns.
   - Clubs highlight culture, service, and pride through assemblies, events, and schoolwide showcases.

3. **Relationship-Based Attendance Response**
   - Staff personally reach out to students with multiple absences
     - Phone calls and home visits
     - "We've missed you. How can we help?"
   - Identify barriers (transportation, peer conflict, health, stress) and connect families to support.
   - Re-entry after absence focuses on reconnection, not reprimand.
   - Improved attendance is recognized and celebrated publicly and privately.

What will the strategy or strategies look like in action?

1. **Daily Connection and SEL-Infused Classrooms:** Belonging starts with daily connection. When teachers greet students by name, show care, and check in, students feel seen and valued. At AMS, short SEL practices are built into routines—door greetings, quick mood checks, and end-of-class reflections on effort or perseverance. Advisory lessons include gratitude and goal-sharing, while core classes teach collaboration and respectful communication. Predictable routines and consistent tone create emotionally safe spaces where relationships and SEL practices boost engagement, motivation, and attendance.
2. **Belonging Through Connection (Clubs, Sports, and Affinity Groups):** Belonging grows when students connect beyond the classroom. AMS will expand access to

clubs, sports, leadership, and affinity groups that reflect student interests and identities. Staff will actively invite and recruit students who haven't yet found their place—whether it's soccer, robotics, theater, or groups like the Latino Student Union or GSA. These activities build pride, purpose, and teamwork, supported by caring adults who notice and follow up. Involvement in even one activity boosts attendance, GPA, and peer connections. At AMS, clubs and affinity spaces also amplify student voice and celebrate diverse cultures, making attendance a reflection of belonging rather than compliance.

3. **Relationship-Based Attendance Response.** Improving attendance starts with connection, not enforcement. Teachers, counselors, and attendance staff reach out with care: "We missed you. How are you doing?" to show students they matter. The focus is understanding and addressing barriers like transportation, anxiety, or peer conflict, and connecting families with needed support. Restorative "welcome back" conversations help students rejoin the class community positively. Progress is celebrated through recognition and positive messages home. Personalized, relationship-based outreach is proven to re-engage students more effectively than standard attendance notices, turning every absence into a chance to reconnect.

Team or person responsible

1. Attendance: Attendance Team (SST) comprised of Family Resource Advocate, School Counselors, and Administrators
2. After-School Engagement: School Counselors and Family Resource Advocate (updating clubs process and promotion), Teachers and Staff (serving as advisors to after-school clubs); Edmonds Foundation and their volunteers (After-school program delivery); Administration (monitoring of outside partner programs)

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)

1. District-provided student survey data
2. Attendance reports
3. Club rosters to document participation
4. Sports teams rosters

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

Name	Role
Christy Frary	Principal
AMS Staff	Teams writing and managing goals and data points
Instructional Council	Guide instructional decisions for Alderwood Middle School
Equity Team	Advising sub-cohort groups and monitoring data in all areas
MTSS Team	Monitor data for Goal 3

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