



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	2022-2023
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) family partnership program.

At Edmonds Heights, the schoolhouse partners with families as home educators in their students' homeschool learning plan. Each student has a Written Student Learning Plan (WSLP) designed to meet the student's individual basic education needs. Families work with a certificated teacher who monitors monthly progress toward identified goals. Students engage in learning in three different ways: home learning, workshop enrichment classes, and certificated instruction.

EHK12 has approximately 24 FTE certificated staff, which represents 27 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 homeschool student or as a homeschool parent.

Our schoolhouse provides direct instructional content, as well as advising on homeschool 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.

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

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	553	NA	Two or More Races	33	5.96%
American Indian/Alaskan Native	2	0.36%	English Language Learners	11	1.98%
Asian	44	7.95%	Homeless/ McKinney- Vento	0	0%
Black/African American	23	4.15%	Low Income	139	25.13%
Hispanic/Latino	56	10.12%	Section 504	20	3.61%
Native Hawaiian/Other Pacific Islander	1	0.18%	Students with Disabilities	66	11.93%
White	394	71.24%	Student Mobility	17	2.97%

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	<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>
Our Mission	<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	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).	
Equity (such as student demographics)	<input checked="" type="checkbox"/>	<p><i>Where and when available, all state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities</i></p> <p><i>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 Skyward, Homeroom, and Panorama will be 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. If a student's WSLP consists of 100% family facilitated learning, then the family and advisor are required to make face-to-face contact 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, and this is an area of growth.</i></p> <p><input checked="" type="checkbox"/> <i>Staff professional development topics will focus on creating a guaranteed and viable WSLP advising experience regardless of a</i></p>

		<p><i>students' race, ethnicity, home language, economic status, or learning disability.</i></p> <p><input checked="" type="checkbox"/> <i>Edmonds Heights has a vital and active Equity Team. An area of growth for Edmonds Heights is bridging Equity Team work and staff development.</i></p>
Engagement (such as school culture and climate)	<p><input checked="" type="checkbox"/> <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 certificate teacher or meeting weekly with a Written Student Learning Plan advisor.</i></p> <p><input checked="" type="checkbox"/> <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><input checked="" type="checkbox"/> <i>In addition to the Spring 2022 Family Survey, data sources included advising conferences, family partnership opportunities, and anecdotal feedback from parent partnership meetings.</i></p>	
Instructional Excellence (and student learning)	<p><input checked="" type="checkbox"/> <i>Even though all families have a Skyward identity, because Skyward is not designed for alternative learning communities, Edmonds Heights' Skyward presence is not active. Edmonds Heights contracts with School Data Systems to provide an external SMS for rostering, attendance, and other SMS functions.</i></p> <p><input checked="" type="checkbox"/> <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. Administration and WSLP advisors strongly encourage families to have their students take the iReady diagnostic, which can be used as a means of determining students' grade level academics, as well as providing a home learning tool for parent educators. However, iReady accessibility is inconsistent due to the fact that Edmonds Heights is not able to roster students in Skyward and Clever in a way that works consistently.</i></p> <p><input checked="" type="checkbox"/> <i>OSPI high school graduation rates have consistently been in the 70% range. While one element of this is the inclusion of non-diploma-track Independent Running Start students in the data pool, there is still a graduation gap between Edmonds Heights and the rest of the Edmonds School District.</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 a 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 (any teacher with a continuing contract) 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 area of growth is equity training so that all students experience a learning environment free of implicit bias, microaggressions, and white culture-normed content in the classroom.

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 a cohesive and consistent staff engagement in the schoolhouse side of the ALE program in the following areas: cohesive, intentional, and accessible class offering and services; a guaranteed and viable WSLP advising experience; culturally responsive and equitable teaching practices; and 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 will focus 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. Specific areas in which the work will focus are: 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.

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:

All students have access to a guaranteed and viable WSLP (Written Student Learning Plan) advising experience which focuses on the individual student and what they need to know and be able to do at their grade level.

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 any 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 parent-educator training	Administrator Building Leadership Team WSLP Advisor PLC
Strategy 2: Develop an articulated continuum of grade level standard requirements that will be memorialized in the WSLP and communicated clearly with parent educators that address the following guiding questions: <ul style="list-style-type: none">• Based on the content standards, what does a student need to know and be able to do in a given content area at a given grade level?• How will Edmonds Heights WSLP advising staff equip themselves and the home educators whom they advise so that students are meeting grade level standards by the end of a given school year?	Building Leadership Team WSLP Advisor PLC Standards-alignment work group

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.

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)?

Mid-year Reflect and Revise plan	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Develop draft at-a-glance advising document • Agree upon and implemented work sample documentation practices 	<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 plan • Implementation documentation
End-of-year Reflect and Revise plan	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • June WSLP advising conversations reference documented and consistently implemented student progress using agreed upon work sample documentation practices • Due to consistent advising practices and work sample collection practices, WSLP advisors are able to determine grade level learning outcomes for the various content areas 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> • June WSLP advising debrief data

How will we know that the strategy is working?

Strategy 2: Develop an articulated continuum of grade level standard requirements that will be memorialized in the WSLP and communicated clearly with parent educators that address the following guiding questions:

- Based on the content standards, what does a student need to know and be able to do in a given content area at a given grade level?
- How will Edmonds Heights WSLP advising staff equip themselves and the home educators whom they advise so that students are meeting grade level standards by the end of a given school year?

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"> • Create a one-page at-a-glance advising checklist for each grade level • Create an advising document for each grade level in a given content area which includes priority standards for that content area 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Final documents created and approved by certificated staff</p>
<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"> • Community sessions to share the work created by mid-year • WSLP Advisors use at-a-glance advising checklist and grade level content standard documents during June WSLP advising 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Community feedback</p> <p>June WSLP advising documentation</p>

SIP Goal 2:

There are cohesive, intentional, accessible, and equitable core curriculum class offerings which provide multiple opportunities to meet grade level learning expectations.

Theory of action

If there are cohesive, intentional, accessible, and equitable core curriculum class offerings which provide multiple opportunities to meet grade level learning expectations, *then* 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 *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: Research, understand, and implement the OSPI-required Basic Education instruction content required in an ALE setting	<p>Administrator</p> <p>Building Leadership Team</p> <p>WSLP PLC</p>

	Certificated Staff
Strategy 2: <i>(optional)</i> Engage 9 th -12 th grade students to learn what and which credit-earning content classes will support their learning, promote their enrollment in Edmonds Heights certificated-staff led instruction, and increase on-time graduation rates.	Administrator High school teachers

How will we know that the strategy is working?		
Strategy 1: Research, understand, and implement the OSPI-required Basic Education instruction content required in an ALE setting		
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"> • Have a comprehensive list of all required basic education requirements at each grade level in an ALE setting • Draft a plan for implementing basic education instruction for both certificated staff-led instruction and family-facilitated home instruction 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> • Summary document • Draft plan
<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"> • Engage community to share and advise re: basic education requirement at each grade level in an ALE setting • Have an actionable plan for delivering basic education instruction via certificated staff-led instruction or family-facilitated learning for the 23-24 S 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> • Review parent feedback and address concerns • Actionable implementation plan executed in Spring registration for Fall 23 and during June WSLP Advising meetings.

How will we know that the strategy is working?		
<p>Strategy 2: Engage 8th-12th grade students to learn what and which credit-earning content classes will support their learning, promote their enrollment in certificated-staff led instruction, and increase on-time graduation rates.</p>		
<p>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>		
<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"> Schedule and execute 8th-12th grade student/family session to learn more about desired credit-earning content class that will support learning which keeps students enrolled in on-campus learning 	<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
<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"> An actionable plan which includes adjusted staffing and revised class offerings based on feedback received in listening sessions. 	<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 plan WSLP advising plan Student registration for identified classes

SIP Goal 3: Equitable access to academic and behavior supports for all students
<p>Theory of action</p> <p><u>If</u> all students have equitable access to multi-tiered academic and behavior supports, <u>then</u> all students will experience equitable access to universal instruction and supports that are culturally responsive and differentiated to meet individual students' needs <u>and</u> demonstrate steady growth toward on-time graduation.</p>
How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Identify reliable and consistent data tools to proactively identify and positively impact identified students through Tier II intervention	REP (OSPI Reinventing Education Project) Grant Research Team: Administrator, special education teachers, general ed teachers, district staff) WSLP Advisors Certificated teachers
Strategy 2: Research and develop a plan to implement best practices in Tier III special education service delivery in an alternative learning setting	REP (OSPI Reinventing Education Project) Grant Research Team: Administrator, special education teachers, general ed teachers, district staff) Certificated teachers
Strategy 3: Engage parent educator community in understanding the need for and viability of universal screening to support academic and behavioral intervention	Administrator District Student Services Reps REP Team

How will we know that the strategy is working?		
Strategy 1: Identify reliable and consistent data collection tools to proactively identify and positively impact identified students through Tier II intervention.		
<i>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>		
<i>Mid-year Reflect</i>	<i>What does this look like in action?</i>	<i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i>

<i>and Revise plan</i>	<ul style="list-style-type: none"> Identify literacy and math content data tools Work collaboratively with district staff (Tori and Megan) to identify alternative data tools Contact similar family-partnership ALE programs to learn more about the data tools that they are using to identify Tier II intervention needs 	<ul style="list-style-type: none"> Draft list of intervention tools Notes from meetings with Megan and Tori Notes from interviews with similar ALE programs Sample tools that are piloted with select students/families
<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"> Identify a short list of piloted data collection tools Collect data on effectiveness of selected tools in identifying students with Tier II intervention needs Plan for implementing piloted tools with students in the 23-24 SY 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> Collated and analyzed evidence re: efficacy of identified tools, along with recommendation for which tools with which to move forward DRAFT plan

How will we know that the strategy is working?

Strategy 2: Research and develop a plan to implement best practices in Tier III special education service delivery in an alternative learning setting

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"> Attend Pacific Northwest Institute on Special Education and the Law and develop a short list of compliance needs to use in interviews of other ALE programs 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> PNWI SPED Law debrief notes and draft plan Short list of programs to interview Interview notes and data summary Schedule in-person site visits
---	---	--

	<ul style="list-style-type: none"> Identify similar family-partnership ALE programs to interview re: Tier III special education service model Collate and analyze data from interviews to develop next steps Collate and analyze data from interviews to identify programs to visit in person in order to collect additional data. 	
<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"> Site visits to identified programs REP Team reviews site notes and develops an action plan for 23-24 SY 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> Site-visit notes Action plan for 23-24 SY

How will we know that the strategy is working?

Strategy 3: Engage parent educator community in understanding the need for and viability of universal screening to support academic and behavioral 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"> Community ed session re: Assessments Work with counseling team to develop test anxiety community ed sessions 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> Plan to proactively and concretely address concerns surfaced in Community Ed sessions DRAFT plan for engaging students and families in test-anxiety strategies instruction
---	---	--

<i>End-of-year Reflect and Revise plan</i>	<i>What does this look like in action?</i> <ul style="list-style-type: none"> Increased student participation in SBA testing Implement DRAFT plan for engaging students and families in test-anxiety strategies instruction 	<i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i> <ul style="list-style-type: none"> SBA participation numbers Student/family participation in test-anxiety strategies instruction
--	---	--

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

Name:	Role:
Kathleen Hodges	Principal
Nancy Chang, Nadean Curtiss, Erin Zackey, Kathy Griffin, Jen Smidt, Ede Patterson	Building Leadership Team
Staff at 9/23/22 Building Mtg	Classified and Certificated staff
Jeanette Kuo, Carrie Sorenson, Doreen Duvall, Kathy Griffin	Current- and former parent educators

Links to supporting documents

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