

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Edmonds Heights K-12

Year: 2018-19

School Theory of Action/Target Area

If the classroom is a cognitively busy and supportive place where students engage in problem solving, the development of persistence and efficacy, and meaning making, then students will be successful in Math and other subject areas. If we have authentic partnership with parents as primary educators, then each student’s individualized education will lead to their academic and personal growth.

If each student’s WSLP (written student learning plan) is aligned with curriculum and assessments across grade levels and the curriculum is designed to give them opportunities to practice evidence-based reading, writing and speaking, then students will improve literacy in terms of effectively using evidence.

Whole School Achievement Goal- As a result of this action:

- Compared to pre -assessment of math efficacy in fall, students in Certificated Teacher Math Classes will show improvement in self-perception and confidence on our math efficacy instrument.
- Walk-through Look-Fors will show schoolwide improvement in the areas of engagement.

Opportunity Gap:

➤ **Measurement/Assessment:** Mathematics

<i>Student Group</i>	<i>Current % Successful '17-'18</i>	<i>Goal % Successful</i>
Comparison Group A Elementary Two or more Races	12.5% to 14.28%	50%
Comparison Group B Elementary Hispanic Student	33.3 % to 33.3%	60%
All Elementary Students	43% to 56.6%	60%

<i>Student Group</i>	<i>Current % Successful '17-'18</i>	<i>Goal % Successful</i>
Comparison Group A Middle School Two or more Races	33% to 33%	60%
Comparison Group B Middle School Hispanic Student	44 % to 40%	60%
All Middle School Students	43% to 43.93%	60%

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Strategic Direction Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

Academic Achievement- Mathematics

School Vision/Mission:

We serve families who choose to be primary educators by partnering with them in their students' education.

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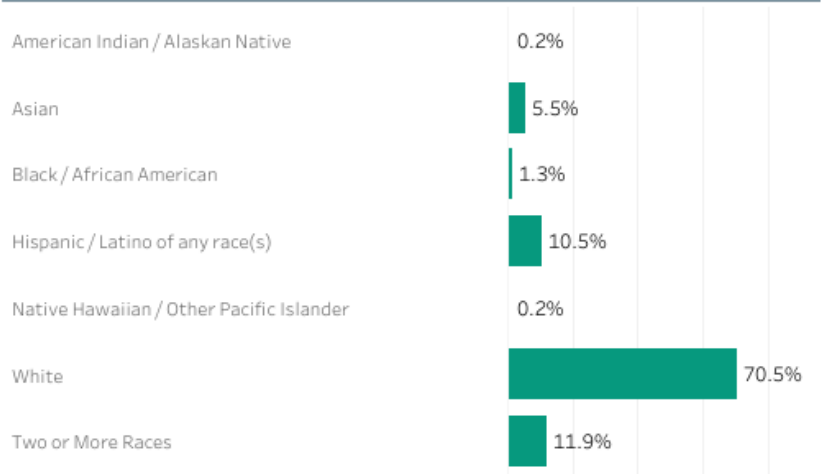
Enrollment



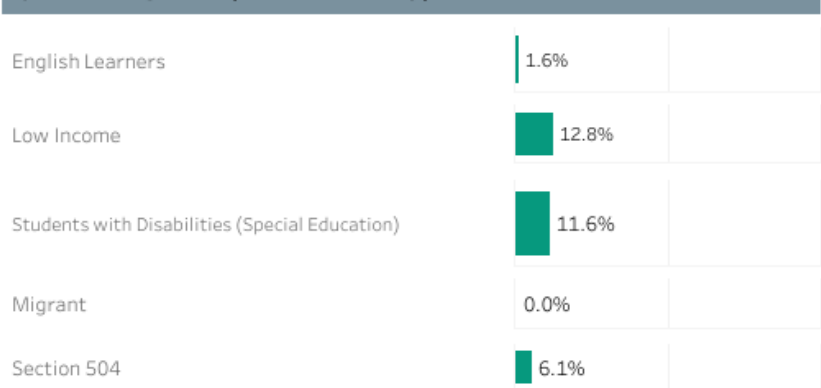
Gender (Percent of October Enrollment)



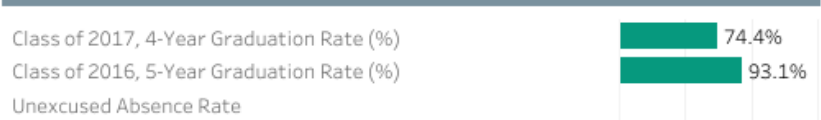
Race/Ethnicity (Percent of October Enrollment)



Special Programs (Percent of May)



Other Measures



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Parent, Family, and Community Involvement in this Plan:

Parents meet three times a year with teacher/advisors. We engage parents especially at the primary grades and have a new program for Kindergarten parents. Parents serve on the Leadership Council, which guides the Mission and Vision of the program. Parents influence the plan through the Leadership Council, surveys, and other ad hoc committees. Parents also play a key role on the Equity Team, promoting equity and inclusion, closing gaps, and improving conditions for all families. The Equity Team and Leadership Council will be driving School Improvement inquiry this school year, especially with data analysis and rethinking the mission of the program.

Review and Analysis of Data:

Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input type="checkbox"/> District Assessments | <input checked="" type="checkbox"/> Graduation Rate | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Attendance Data | <input checked="" type="checkbox"/> Parent Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input checked="" type="checkbox"/> Other: Classroom walkthrough | |
| <input type="checkbox"/> SAT/ACT | data | |
| <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input type="checkbox"/> Discipline Data | |

Summary of strengths or greatest progress based on the data:

● 97% 5 Year Cohort Graduation Rate 2017
● Number of Elementary Students Taking State Tests increasing
● 62% Kindergartners Ready in All Domains of WAKids in Year one of FDK
● At Standard Elementary Math improved by 13%

Prioritized areas of opportunity or greatest challenge based on the data:

1. 55% of families completed the Family Survey in 2018
2. 82% of all respondents on the Family feel they influence decision making at the school
3.
4.

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? Click here to enter text.	If less than 60% of students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. <p style="text-align: center;">Plan is required: YES <input type="checkbox"/> NO <input type="checkbox"/></p>
If a plan is required for your building, add in your SBA Claim Report Data (percentages met) below:	

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Reading: Click here to enter text. Listening: Click here to enter text.	Writing: Click here to enter text. Research/Inquiry: Click here to enter text.
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Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

World language teachers will be meeting again in 2018-19 to explore proficiency standards and work towards including said standards in lesson plans, with the eventual goal of having students self-assess their own proficiency level.

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still struggling?	Student of Concern, Student Support Process in the “gen Ed” setting Increase Math Offerings and K-12 Alignment, adopt Science Curriculum	Year Round
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Multiage classroom opportunities	Click here to enter text.
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Staff and Family Focus on Promoting “Ethnic Studies” Culture of En Lak’Esch Suicide Awareness Training, ACT Training	September/Oct 2018

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	October 19 Supplemental Day SIP planning and Engagement Training	Oct. 19
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	WSLP Collaborative Time	Monthly

<i>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Monitoring Schedule</i>
Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement.	Full implementation of WaKids in FDK	Fall 2018

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<p>Specifically identify and describe your building’s grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/expanded/ discarded?</p>		
<p>Describe your <i>Targeted Family Engagement Plan</i> that ensures two way communication between home and school regarding individual student progress.</p>	<ul style="list-style-type: none"> *Three Times Annually Face to face meetings between Advisor and Families *Monthly WSLP Monitoring *New WSLP Advisor “Characteristics of Care” protocol 	<p>2018-19</p>