



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Edmonds Heights K-12

Year: 2019-20

Section I: School Mission, Vision, and Demographics:

School Mission:

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.

School Vision:

A learning community for all students to become their best selves

School Demographics:

2019-2020 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	572	NA	Two or More Races	76	13.29%
American Indian/Alaskan Native	1	0.17%	English Language Learners	10	1.75%
Asian	34	5.94%	Homeless/McKinney-Vento	2	0.35%



Black/African American	7	1.22%	Low Income	115	20.10%
Hispanic/Latino	56	9.79%	Section 504	39	6.82%
Native Hawaiian/Other Pacific Islander			Students with Disabilities	77	13.46%
White	398	69.58%	Student Mobility	17	2.97%

Student, Family and Community Involvement in Plan:

EHK12 was founded by and for families, and their involvement is critical to our success and improvement. There are three overarching categories of involvement: *distributed leadership, input, and shared responsibility.*

- **Distributed Leadership:** Parents and students serve on a variety of committees, including the (elected) Leadership Council, Equity Team, Technology Advisory Team, and other ad hoc committees. Each of these has influence on school culture, policy, and procedures.
- **Input:** Parents and students are surveyed regularly, with two large surveys each year- the ESD Family Survey, and our internal community survey. In addition we have monthly community forums, and members of the community attend weekly Leadership Council meetings.
- **Shared Responsibility:** EH is a shared resource, and members of our community are stewards as well as clients. Parents support their students as primary educators and partner with the staff to individualize each student’s course of study.

Section II: Reflection & Evaluation of Prior Year’s Progress

Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Goal	Narrative Reflection
Compared to pre - assessment of math efficacy in fall, students in Certificated Teacher Math Classes will show improvement in self-	Algebra 2 students and Guitar Building students took a STEM efficacy pre- and post-survey this year and both groups showed improvement in attitudes as a whole. There was also saw a huge leap in math efficacy, with groups of students self-motivated to participate in a student-directed math-extra-credit competition during the last 2-months of school this year.



<p>perception and confidence on our math efficacy instrument.</p>	<p>Middle School Students focused on improving efficacy in mathematics by increasing their ability to use correct mathematical terminology to explain the type of problem they were looking at, their thinking, and the properties they used to solve the problem. Eventually they all seem to make the switch and are using the language of mathematics more confidently. We observe that when students feel more confident about their ability to use the language of mathematics, they see themselves as more capable in math.</p> <p>Older Elementary students also focused on using precise vocabulary. Five parents shared at the end of the year that their sons or daughters who had some math anxiety prior to taking my class, felt much more confident and enjoyed math after taking my class.</p>
<p>Walk-through Look-Fors will show schoolwide improvement in the areas of engagement.</p>	<p>Walk through data show trends for student engagement in the targeted areas of entry and access points, student motivation, the use of precise language, and engaging questions from students and teachers. Not observed often was teacher “provid(ing) time, space and support for students to set meaningful learning goals or connect the purpose of the lesson to their own experience.”</p>
<p>Other Data</p>	<p>Test Refusal rate all grades was 31%</p> <p>Math - 28-46% of students in grades 3-7 met SBA standard, 29% 10th graders met standard. 18/18 COE 11/12th grade students met standard.</p>

How has the progress described above informed your school’s improvement planning for this school year?

Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school’s Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength

1. We have a strong sense of community that supports individualized learning. The perception data from the annual Family Survey, Family Survey Focus Groups, Vision/Mission focus groups,



and our own EH staff and family surveys show that parents, students, and staff largely share this belief.

2. We are a flexible learning environment and students, parents, and staff appreciate this in the perception data (including focus groups, forums, and surveys) over the course of five years.

3. We have a strong staff that parents appreciate and this shows in the perception data. Staff also experience high levels of professional growth and satisfaction in the Annual Building Survey, Professional Development Surveys, and trust/task survey.

4. A five year emphasis on writing instruction has begun to show improvement in writing-specifically in ELA SBA scores, 3-12.

Areas of Needed Growth

1. We need to deepen our awareness and understanding of how our school is and isn't meeting the needs of families who identify as two or more races and Asian, and are low income. Students who identify as two or more races are more likely to struggle and math and reading as seen in the Washington School Improvement Framework calculation as well as SBA data. In addition, families who identify as two or more races or [Asian](#) are less satisfied with aspects of our school such as principal seeking input and our school providing opportunities to develop cultural identity in the 2018 Family Survey.

2. We need to improve our outreach about the importance of testing as part of supporting individualized learning, and use a variety of data to inform individualized learning plan creation and assessment. Families have different perspectives on Standardized testing, so our testing data is not as reliable as it could be. This is reflected in our 3-12 SBA testing rates (60%) as well as perception survey data. Reasons for not participating include stress on students, and perceptions that it is a waste of time.

3. We need to improve our advising and support practices to help families with robust and clear learning plans and interventions. Parents and students have different wants, needs, and expectations of the staff. The perception data in the Family Survey, EH survey, focus groups, and feedback to advisors consistently point out the myriad needs and wants of the diverse range of families.

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

Focus and Rationale

We will focus on these three overarching areas by **improving our advising practices, family orientation and training, and communication.** These are high leverage and fundamental



areas that will include changing practices in how we use individual student data in designing and assessing learning plans, supporting each family's individual needs, tracking students and consistently helping them transition. Currently, teachers and families are experiencing many challenges that can be addressed in a more robust advising environment. This is reflected in the perception data as well as academic data, such as testing refusal rates and classroom based assessments.

Promising practices lifted out in the research on school renewal and efficacy and Culturally Responsive teaching practices point to using data to support instruction day-to-day and over time. Each student's individual learning plan is an outline of their course of study and should also be based on the data and not just anecdotes, feelings, and philosophy.

Our instructional practices are largely based on a *Culturally Responsive* classroom model that emphasizes engagement, community, and individual story. While we can improve these practices, they also will be included in our advising work with individual families.

C. Additional Data Required

State Participation Rate: 95% participation required

<input type="checkbox"/> Area of Strength (95% or more participation)	<input checked="" type="checkbox"/> Area of Opportunity (less than 95% participation)
<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</p> <ul style="list-style-type: none"> • Advisors will share SBA scores with families at all Face to Face meetings for Written Student Learning Plan planning • Communicate early with families about testing logistics such as the availability of accommodations such as alternative testing rooms. • Improve communication about testing and availability of information via website and community bulletin board: Testing Information section on the school website that has links to google docs so that it can be easily updated. 	
<input type="checkbox"/> Area of Strength (95% or more participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</p>	

Section IV: Theory of Action

Theory of Action

If we have robust and culturally responsive advisory and teaching practices that:

- Create and nurture close relationships in partnership with families
- Cultivate self efficacy, self reliance, and partnership
- Are based in deep knowledge of students to create great individualized learning plans
- Have common characteristics and actions across our program
- Support families through transitions and cultivate family efficacy and self-reliance
- Promote data collection, including SBA testing
- Balance giving families both *care* and *push*
- Collect perception data from students and use it to inform practices

Then we will improve learning for all our students, whether it be through on-campus or off-campus learning opportunities.

Rationale

The data from various sources lead us to believe that the most effective responses to our challenges lie in Culturally Responsive theory and practice at a detailed level. For example, a parent shared during a Family Survey focus group, “When there Meetings such as, LC (leadership council), would like to see more inclusiveness to accommodate cultures; protocol, translations methods, etc.”

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

Elementary

We will increase Math Achievement for grades 3-6 as measured by the SBA

Secondary

We will increase the 4 year and 5 year graduation rates by 5 and 3%, respectively each year

Opportunity Gap

We will increase math achievement for Elementary students who identify as “two or more races”.

We will increase the Graduation Rates for students who are identified as Special Education.

Progress Monitoring

Decrease WSLP intervention plan rates
 Monitor Improved CRTB Advising practices with walk through and perception data

Reduction of the percentage of SBA refusals

Section VI: Action Plan

Plan for 2019-20

Key Improvement Action	Description	Timeline
Implement Culturally Responsive Teaching and the Brain practices	Create an Adult Learning Team at EH that will work closely with the Department of Student Learning to develop CRTB practices for Advisory and classrooms.	Begin August 2019 through May 2020
Develop comprehensive, systematic Restorative Justice purpose, policies, and procedures	Equity Team will explore Explorative Justice and develop a plan for discipline, bullying, and adult relations on campus	June 2019 through February 2020
Develop Better Communications	<p>Create awareness of important dates and resources using the large format displays around the building</p> <p>Create video tutorials and other FAQs for website</p> <p>Utilize “getting started” to communicate about availability of resources, library materials, etc...</p> <p>Improve use of communication tools including website content upgrades and piloting mass texting</p>	May 2019- May 2020
Develop and implement “welcoming Strategies” for Getting Started Classes	Create and implement strategies for inclusion, including cultural, religious, and Special Education	August 2019
Support Families during transitions with improved	Culturally Responsive Teaching and the Brain- Working with the Department of Student Learning we will identify how to	August 2019-June 2020



<p>communication, improved orientation, and more robust ongoing development</p>	<p>implement the Seven Characteristics of Care in ways that support the cultural identities of students and families that lead to greater academic learning.</p> <p>Seven Characteristics of Care: Communication with parents and students Curriculum and instruction advising and coaching Counsel on child/adolescent development Knowledge of individual advisees Co-creation of the WSLP as an advocate Evaluation and communication of progress Organization and record keeping</p> <p>General Format of the learning: Modeling a cycle of inquiry, the idea is for staff to learn together at these PD sessions. Have time to go back to their classrooms/families to implement learnings with their classrooms, families, and professional lives. Return each PD session with data (which is part of the homework) in order to reflect and plan next steps.</p>	
<p>In partnership with School Data Solutions, Develop a learning plan management software replacement for Vesta</p>	<p>This will greatly improve two way communication and advising practices.</p>	<p>May 2019 through March 2020</p>

Plan for Years 2 & 3 2020-2021:

- Continued focus on increasing our capacity to support families through culturally responsive advising and instructional practices, and improved communication and support.

2021-2022:



- Continued focus on increasing our capacity to support families through culturally responsive advising and instructional practices, and improved communication and support.
- Collect and analyze data and develop SIP for 2022-25

Section VII: Grade Level/Specialist/Department Goals

K-12 Advisors will improve communication with families using culturally responsive practices. They will monitor progress using intervention plan rates, testing refusal rates, and Advising Walk through data

K-12 Teachers will study and implement new Culturally Responsive strategies in their classes and advisories. They will collect data about their practices through Student Growth Goals, walk throughs, perception surveys, and collaborative reflections. They will use data and observations each spring to evaluate the SIP and adjust.

Counselors will implement new strategies and create counseling groups in different areas for social and emotional; learning- anxiety groups, grief and loss, etc. They will evaluate their work by collecting data through the Long Form process, as well as perception data form families. They will make new groups and adjust strategies for spring semester.

Technology —

In 2018 The Technology Advisory Team developed questions for a family survey, engaged in parent focus groups, and held a community forum to determine perceptions, attitudes, assets, and needs related to technology use in our EH Community. We analyzed data for areas such as home technology use to determine equity, development for parent educators, course offerings for students, and understanding of current policies and available resources.

Our observations and findings show some gaps in communication and shared understanding of technology resources and possibilities. Most of our 2019-20 actions will be to look more closely at the areas of concern we identified in order to make needed changes in 2020-21. This will be influenced by educational technology innovations, state law, and district direction.

These factors have informed the six focal points of our action plan, which will improve communication and ongoing training and provide us with more success addressing Edmonds Heights' unique areas of need.

1. Developing a common understanding of online learning and supporting access to our current and future online learning resources.
2. Developing courses in Computer Science for implementation in 2020.
3. Creating embedded and direct instruction for students and parents in online safety, privacy and behavior.
4. Offering more opportunities for training and support in learning management tools.
5. Updating our technology use agreement and developing a more vigorous information campaign.
6. Creating a Chromebook checkout for long-term use that includes remote network access.

