



**Edmonds**  
SCHOOL DISTRICT

# School Improvement Plan

**School Name: Edmonds Heights K-12**

**Year: 2020-21**

## 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:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	631	NA	Two or More Races		13.5%
American Indian/Alaskan Native		0.6%	English Language Learners		2.2%
Asian		6.7%	Homeless/McKinney-Vento		1.1%
Black/African American		1.0%	Low Income		21.4%

Hispanic/Latino		10.0%	Section 504		4.1%
Native Hawaiian/Other Pacific Islander		NA	Students with Disabilities		12.2%
White		68.3%	Student Mobility		3.8%

### 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 with an eye on equity.*

- **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 2019-20 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
Compared to pre - assessment of math	<i>This continues to be a fundamental strategy- to give our students and families growth mindset language in math. "Yet" is a keyword, K-12.</i>

<p>efficacy in fall, students in Certificated Teacher Math Classes will show improvement in self-perception and confidence on our math efficacy instrument.</p>	<p><i>Currently, during Covid closure, math engagement and participation are strong across the grades, and teachers report that many students who were not successful in person, are successful from home. We did not meet our goal.</i></p>
<p>Walk-through Look-Fors will show schoolwide improvement in the areas of engagement.</p>	<p><i>Robust walkthrough data was not obtainable due to technical/wi-fi issues, and school closures. We did not meet our goal.</i></p>

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

The greatest impact has been on teachers’ ability to plan and implement instruction. It is like becoming a first year teacher all over again. And everything takes much longer to plan. *Overall, this hasn’t changed the urgency of the equity work (culturally responsive classrooms), it has just slowed it down because so much time is spent doing COVID-related planning, and implementing our new WSLP software, SchoolData ALE. Additionally, during closure, fewer teachers volunteer for committee and school improvement planning work.*

**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. *Parents, staff, and students remain committed to maintaining community connection despite the school closure.*



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. *We have grown by 10-15% because this is what families are currently looking for during the pandemic.*

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. *Anecdotally, parents say they appreciate the unwavering support they get from all staff. There have been only a few complaints.*

4. A five year emphasis on writing instruction has begun to show improvement in writing- specifically in ELA SBA scores, 3-12. *Anecdotally, there are students who are writing well (better than last year) because of the specificity of assignments in Canvas.*

### **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 in 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. *There is no data update.*

**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. *Outreach efforts are unknown since we did not test in 2020. Initial indicators suggest that parents are buying into iReady.*

**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. *Parents have needed robust support in adoption of the new WSLP software, SchoolData ALE. In addition, parents are doing more home-based instruction which requires more advising time and focus. Because of onboarding SchoolData ALE, we haven't been able to focus as much on relationships. Constant change of expectations has been a challenge for all of us in building our relationships.*

**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. In 2020-21 *We are training staff in how to use circles for SEL, Psychological First Aid, and Respect Agreements- all with a focus on CRP, or Restorative Practices.*

### **C. Additional Data Required**

**State Participation Rate: 95% participation required**



<input type="checkbox"/> <b>Area of Strength (95% or more participation)</b>	<b>X Area of Opportunity (less than 95% participation)</b>
<p><b>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</b></p> <ul style="list-style-type: none"> <li>● Advisors will share SBA scores with families at all Face to Face meetings for Written Student Learning Plan planning</li> <li>● Communicate early with families about testing logistics such as the availability of accommodations such as alternative testing rooms.</li> <li>● 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.</li> <li>● <b>No New 2020 data</b></li> </ul>	

**D. Third Grade OSPI Literacy Expectation:**

<b>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19? 60 % (6/10)</b>	<b>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required.</b>  Plan is required: YES NO <input checked="" type="checkbox"/>

**Section IV: Theory of Action**

**Theory of Action**

If the Principal supports continued work in using Culturally Responsive school-wide practices that:

- Provide coherent, ongoing, and job-embedded professional development
- Build data literacy

- Provide office staff opportunities to develop their relational leadership practices to foster close relationships with families
- Support families through transitions and cultivate family efficacy and self-reliance
- Develop SEL and Psychological First Aid practices, K-12
- Give observation feedback that is relevant and based in the Instructional Framework
- Ensure teachers, student, staff, and parent input

If teachers 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
- 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, off-campus, or remote learning opportunities as measured by SEL screener data, family survey perception data, iReady participation rates, and Intervention Plan rates.

### **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 by an average of 5%.

### 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” by an average of 10%.

We will increase the Graduation Rates for students who are identified as Special Education by 5%.

### 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, updated 2020-21

Key Improvement Action	Description	Timeline
<b>Implement Culturally Responsive Teaching and the Brain practices</b>	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. <i>Implement Psychological First Aid, Counseling groups, and the restorative practices of Circles, and Respect</i>	Begin August 2019 through May 2020  <i>August 2020 December 2020</i>





<p><b>development</b></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><i>PSY Training</i></p>	<p><i>August 2020-June 2021</i></p>
<p><b>In partnership with School Data Solutions, Develop a learning plan management software replacement for Vesta</b></p>	<p>This will greatly improve two way communication and advising practices.</p> <p><i>100% Implementation</i>  <i>Work out Glitches and new systems</i></p>	<p>May 2019 through March 2020</p> <p><i>August 2020</i>  <i>November 2020</i></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. *Training and updates to "ALE", using CR Advising practices.*



## 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 (down 10%), testing refusal rates (to 25%), and Advising Walk-through data (increase percentage of times culture and race are a part of the WSLP process) .

**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 (Parents and students will have better perception of the role of culture and race in school). 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 from families (this is baseline data). 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 2019 action plan, which have improved 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.