



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 the goals and why these goals were chosen. Our plan also outlines what staff will do to ensure every student experiences belonging and can engage in their best learning. Our three-year School Improvement Plan includes ongoing student and family engagement and opportunities to reflect and revise to ensure we progress toward our goals.

Current School Year	2022-2023
Our School Name	Alderwood Middle School

Section 1. Our school

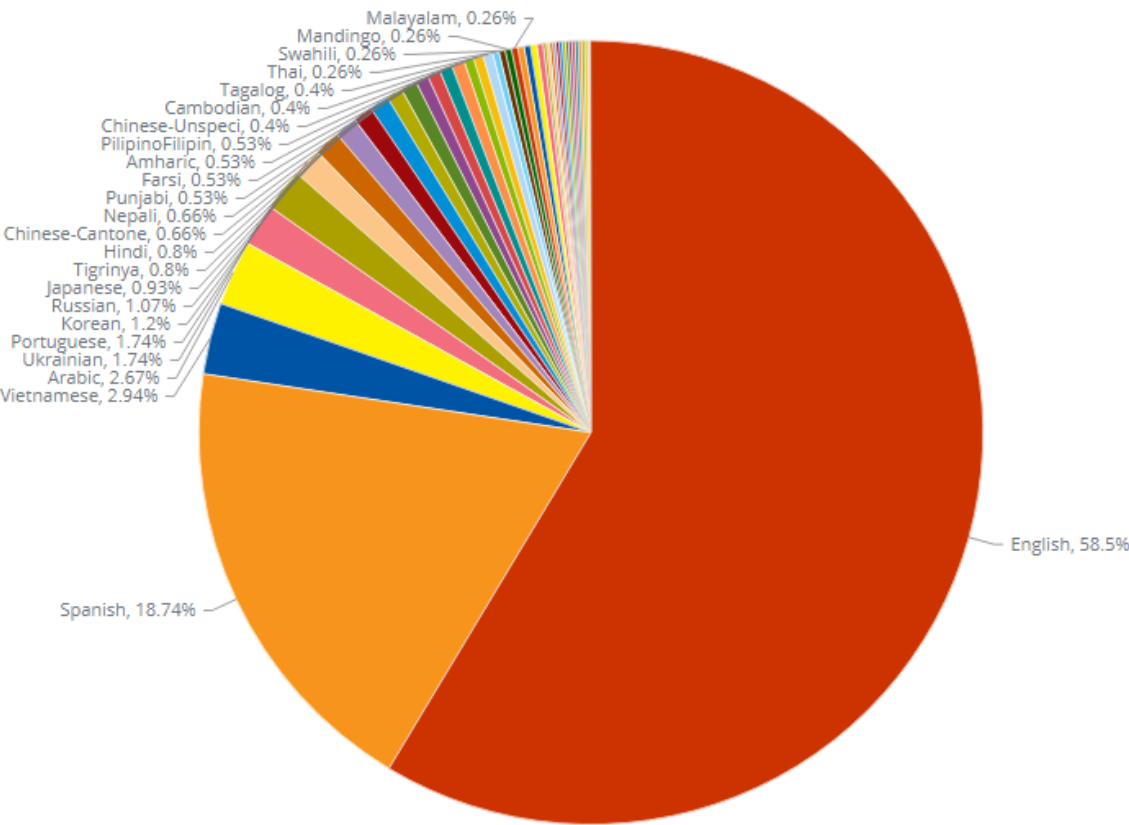
A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff.

Alderwood Middle School is a public school that serves students in grades 7-8. We strive to support our students to receive the care and guidance needed to grow socially, emotionally, and academically to achieve their full potential. We prioritize our efforts and resources on strategies that center around culturally responsive practices to recognize the strengths and support the needs of all of our students.

Alderwood Middle School

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	747	NA	Two or More Races	27	3.61%
American Indian/Alaskan Native	3	0.40%	English Language Learners	144	19.27%
Asian	137	18.34%	Homeless/McKinney-Vento	12	1.60%
Black/African American	75	10.04%	Low Income	409	54.75%
Hispanic/Latino	226	30.25%	Section 504	30	4.01%
Native Hawaiian/Other Pacific Islander	8	1.07%	Students with Disabilities	92	12.31%
White	271	36.27%			

Distribution of Language, of Students in the Group
 Students attending Alderwood Middle School (22/23) in 2022/23



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 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"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.</i> <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i> <i>Staff diversity</i> <i>Staff professional development topics such as Courageous Conversations about Race, SIOP strategies, assessment and differentiation strategies</i> <i>ESD Spring 2022 Family Survey Results</i>
Engagement (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Student attendance (percent regular attenders),</i> <i>Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?))</i> <i>Panorama student survey data</i> <i>Homeroom Risk Factor data</i>
Instructional Excellence (and student learning)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i> <i>Homeroom: Grades 7-8 I-Ready</i> <i>OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)</i> <i>OSPI high school graduation rates, drop-out rates</i> <i>Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.</i> <i>Using Professional Learning Communities and department time to ensure use of a guaranteed and viable curriculum.</i>

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?

The Alderwood Middle School staff engaged in a deep cycle of inquiry, examining multiple sources and types of data. At the end of each we were able to name root causes which informed our plans for the 22-23 school year. Our key takeaways were that our Hispanic population, as well as our ML and Special Education learners are not performing at rates similar to their peers.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support, and monitor our SIP?

Staff provided input into the School Improvement plan through beginning of the year meetings. They will continue to monitor the progress through continued conversation and data analysis across the course of the school year. The Instructional council, Equity Team, and AVID Site Team will continue to craft and monitor monthly strategies and monitor the progress. Equity team will continue to monitor data and share out trends.

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?

Our equity team analyzed iReady data last spring and found that our Hispanic/Latino students are not succeeding at the same rate as the rest of our AMS population. More family outreach and partnership is needed in order to help students and families understand the importance of iReady as a practice and skill development tool. We have made small gains in informational text and literature comprehension but it is not on pace with our goal, so we will be continuing with the goal making adjustments to improve results.

What goals will our school focus on this school year and why?

Literacy: By implementing a variety of supportive instructional practices, such as close reading strategies, SIOP vocabulary strategies, and providing translatable materials, all students will increase by at least one grade level in their ability to comprehend literature and information text, according to iReady data and frequently monitored by classroom-based assessments. Student achievement data will reflect equitable distribution of outcomes across lines of race, ethnicity, and student service.

Math: By implementing a variety of supportive instructional practices, such as strategies for understanding linear relationships, SIOP vocabulary strategies, and providing translatable materials, all students will increase by at least one grade level in their Algebra and Algebraic Thinking, according to iReady data and frequently monitored by classroom-based assessments. Student achievement data will reflect equitable distribution of outcomes across lines of race, ethnicity, and student service.

Engagement: By implementing a variety of supportive SEL strategies, such as creating relationships, improving access by scaffolding curriculum, practicing culturally responsive teaching, and promoting self-awareness, students will report a greater sense of connectedness to students and staff, according to the Panorama Student Wellness Survey and formative

assessments such as student-admin panels and Advisory surveys. Student data will reflect equitable distribution of outcomes around lines of race, ethnicity, and student service.

We will continue to focus on SIOP and AVID strategies as they relate to improving reading and mathematical thinking skills. We will also work on increasing student's sense of belonging through relationship building across all content areas and specific SEL practice in Advisory.

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.

- *K-8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1: Literacy

By implementing a variety of supportive instructional practices, such as close reading strategies, SIOP vocabulary strategies, and providing translatable materials, all students will increase by at least one grade level in their ability to comprehend literature and information text, according to iReady data and frequently monitored by classroom-based assessments. Student achievement data will reflect equitable distribution of outcomes across lines of race, ethnicity, and student service.

Theory of action

If all Alderwood Middle School staff intentionally collaborate through cycles of inquiry to ask all students to engage in reading and vocabulary strategies that require them to summarize text and identify central ideas across all content areas, then all students will show growth in their abilities to read and write at their grade level, as measured by i-Ready, as well as classroom-based pre and post-assessments.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Identify and utilize SIOP strategies to scaffold grade level content for students who need further support with the English language in all content areas.	AMS Staff with leadership from identified staff as well as the English and ELL Depts.

Strategy 2: Identify common close reading strategies and utilize them in classrooms across content areas.	AMS Staff with leadership from identified staff as well as the English, ML Depts.
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How will we know that the strategy is working?		
<p>Strategy 1: <i>Identify and utilize SIOP strategies to scaffold grade level content for students who need further support with the English language in all content areas.</i></p> <p>We will know this strategy is working when identifiable strategies are observable in classrooms and students show growth in classroom-based assessments and i-Ready diagnostics.</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)?		
Mid-year Reflect and Revise plan	<p><i>What does this look like in action?</i></p> <p>Share and analyze the Scaffolding Resources for Teachers document produced by the ELL Dept. Build from all staff SIOP training.</p> <p>Cover one new strategy at the beginning of the month and allow for reflection at second staff meeting of the month.</p>	<p><i>What evidence or data will we review?</i></p> <p>Implementation data of strategies - staff report and walkthrough observation Classroom and common assessments</p> <p>Winter Diagnostic i-Ready Data</p>
End-of-year Reflect and Revise plan	<p><i>What does this look like in action?</i></p> <p>Review of monthly strategies and success levels to determine strategies for the following year.</p>	<p><i>What evidence or data will we review?</i></p> <p>Comparison of data for each month's strategies - staff report and walkthrough observation Classroom and common assessments</p>

		Spring Diagnostic i-Ready Data
How will we know that the strategy is working?		
<p><i>Strategy 2: Identify common close reading skills and utilize them in classrooms across content areas.</i></p> <p>We will know this is working through comparison of implementation data, staff and dept. report; classroom and dept. formative assessment, and i-Ready data.</p>		
<p><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></p>		
<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Staff will receive AVID reading strategies at monthly staff meetings. Teachers will practice strategies and report back at last staff meeting of the month.</p> <p>Departments identify the strategies currently used and define the core strategies utilized in classrooms with students.</p> <p>i-Ready diagnostic data communicated to students and parents</p>	<p><i>What evidence or data will we review?</i></p> <p>Classroom assessment</p> <p>Implementation data - staff and dept. reports</p> <p>i-Ready Fall & Winter diagnostics</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Review i-Ready data - identify trends; disseminate data by race, socioeconomics, student service, and other categories. Identify next steps based on what the data communicates.</p>	<p><i>What evidence or data will we review?</i></p> <p>i-Ready data from Spring diagnostic</p>

SIP Goal 2: Math

By implementing a variety of supportive instructional practices, such as strategies for understanding measurement and data, SIOP vocabulary strategies, and providing translatable materials, all students will increase by at least one grade level in their Measurement and Data, according to i-Ready data and frequently monitored by classroom-based assessments. Student achievement data will reflect equitable distribution of outcomes across lines of race, ethnicity, and student service.

Theory of action

If all Alderwood Middle School staff intentionally collaborate through cycles of inquiry to ask all students to engage in analytical thinking strategies that require them to graph, create a table, compare and contrast data sets, and express their answer in written form, then all students will show growth in their abilities to understand mathematical data analysis, as measured by i-Ready, as well as classroom-based pre and post-assessments.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Review the various standards that align to the i-Ready Domain of Measurement and Data and identify cross-curricular relationships in order to use measurement and data concepts across content areas.	Classroom teachers and AMS staff

How will we know that the strategy is working?

Strategy 1: Review the various standards that align to the i-Ready Domain of Measurement and Data and identify cross-curricular relationships in order to use measurement and data concepts across content areas.

We will know this strategy is working when identifiable SIOP and AVID strategies are observable in classrooms and students show growth in classroom-based assessments and i-Ready diagnostics.

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><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Using identified trends around increased supports needed for reading charts and interpreting numerical data, focusing on proportional reasoning, unit rates, and graphing.</p> <p>Continue to revisit SIOP and AVID strategies for ideas.</p>	<p><i>What evidence or data will we review?</i></p> <p>Staff report back about the concepts they have reinforced in their classrooms in staff meetings and/or Building Days</p> <p>Review Fall & Winter i-Ready diagnostics</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Review i-Ready data - identify trends; disseminate data by race, socioeconomics, student service, and other categories. Identify next steps based on what the data communicates.</p>	<p><i>What evidence or data will we review?</i></p> <p>Review Spring Diagnostic i-Ready Data</p>

SIP Goal 3: Engagement

By implementing a variety of supportive SEL strategies, such as creating relationships, improving access by scaffolding curriculum, practicing culturally responsive teaching, and promoting self-awareness, students will report an increased Sense of Belonging, according to the Panorama Student Wellness Survey, from 37% from Spring 2022 to 50% Spring 2023. Student data will reflect equitable distribution of outcomes around lines of race, ethnicity, and student service.

Theory of action

If staff work intentionally so that students can comprehend the curriculum and understand the expectations, then students will be more engaged in the learning process. Staff who help make these connections to the text and the world around them will be more likely to have students who feel valued and connected. If students feel valued and connected, they will be more likely to learn, feel they belong, and engage with the materials. If we work to understand who they are and where they are academically and emotionally, this will help increase engagement.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
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Strategy 1: Use advisory and classroom activities to set clear expectations, build relationships, and teach organizational strategies.	Classroom teachers and AMS staff
Strategy 2: Create accessible materials for all students and parents.	Classroom teachers and AMS staff

How will we know that the strategy is working?		
<p>Strategy 1: <i>Use advisory and classroom activities to set clear expectations, build relationships, and teach organizational strategies.</i></p> <p>We will know this strategy is working by increased feelings of belonging by students as measured by Panorama surveys, student-admin advisory groups, and classroom-based assessments.</p>		
<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 and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Create opportunities for student choice and voice in the school and classroom to help create ownership.</p> <p>Continued creation and use of team building activities and organizational strategies using programs such as AVID and Character Strong</p>	<p><i>What evidence or data will we review?</i></p> <p>Advisory survey to gather student data - checkpoint to check on progress in feeling connected and supported</p> <p>Use of activities and strategies in the classroom and Advisory</p> <p>Fall & Winter Panorama Student Survey results - "Student Wellness"</p>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Review Panorama Student Wellness Survey data - identify trends; disseminate data by race, socioeconomics, student service, and</p>	<p><i>What evidence or data will we review?</i></p> <p>Winter & Spring Panorama Student Survey - "Student Wellness"</p>

	other categories. Identify next steps based on what the data communicates.	
How will we know that the strategy is working?		
<p>Strategy 2: <i>Create accessible materials for all students and parents.</i> We will know this strategy is working through student's feelings of belonging and classroom observation.</p>		
<p><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></p>		
<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Review ML Department's translation template.</p> <p>Continued analysis of SIOP and UDL best practices to translate and organize materials for accessibility and translation needs.</p>	<p><i>What evidence or data will we review?</i></p> <p>Interview or survey staff about continued implementation and how student performance increases or decreases.</p>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Staff using SIOP strategies and Universal Design for Learning to deliver content in a variety of ways that engages the learner.</p>	<p><i>What evidence or data will we review?</i></p> <p>Examples of curriculum adapted to make sure all students can access the content at their reading level.</p>

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

Name:	Role:
Christy Frary	Principal
David Friedle	Assistant Principal
Instructional Council	Department Chairs
AVID Site Team	AMS Staff

Links to supporting documents

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