OSPI School Improvement Plan for 2021-2022
(and End-of-Year Improvement Plan Review for School Year 2020-21)

(Corresponds to Sections 15c, 16b, 17a, and 17b of the _OSPI Consolidated School Improvement Plan Template_)

For guidance on completing Sections I, II, & III below, please refer to the
SY 2021-2022 School Improvement Plan Template Implementation Guide.

Section I. End-of-Year School Improvement Plan Review for School year 2020-21

This section will serve as a summative evaluation of SY 2020-2021 goals, activities, measures, and results. Please, use Sections 13, 15a, 15b, and 16a of OSSI's Consolidated Improvement Plan Template—or comparable sections if using your own custom SIP form—for reference in reflecting on your implementation and results.

Note: For schools operating a Title I, Part A, Targeted Assistance Program do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Building Data: _Please provide your school district, building name, and date of submission of this template to OSSI's SharePoint if applicable below._		
School District Name: **Edmonds School District**	**Building Name:** Oak Heights Elementary	**Date of Submission to OSSI SharePoint (if applicable):** 6/2021

SY 2020-2021 High-Priority Goal #1:		
Support EL students by learning about and implementing high leverage SIOP instructional practices. Specifically, the use of content and language objectives (SIOP features #1 and #2) and clear explanation of academic tasks (SIOP feature #11) to increase understanding and comprehension.		
Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above.	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) Professional Development for all staff on SIOP features 1,2 and 11 led by district EL TOSA and teacher leaders.	Teacher classroom walkthrough data of observable content and language objectives posted and reviewed in lessons. In addition, ELPA 21 assessment data. These tools were appropriate because the walkthrough data tracked the implementation and effectiveness of EL instructional practices across our K-6 classrooms. Classroom and district assessment data. Specifically iReady and TCRWP running records. These assessments will track EL focus group growth data in relation to their peers. The ELPA 21 data shows language acquisition progress of our EL population and is an indicator of our work.	90% observable of SIOP features 1& 2 across all classrooms. Classroom teachers are regularly writing and presenting content and language objectives across our system throughout multiple subject areas. This means that students are experiencing this high leverage strategy more regularly throughout our system. According to research, this will result in better outcomes for all students, especially our EL population. 65% of students in the 2nd grade EL focus group showed typical growth in iReady Reading Diagnostic. EL Focus group improved iReady Reading 2nd grade EL students Fall to Spring progress. This compares to 56% of all 2nd graders showing typical growth in iReady diagnostics from Fall to Spring.

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		ELPA 21 data will come to us this fall.
2)Teachers implement, measure, and reflect upon SIOP high-leverage strategies SIOP features 1,2 and 11 in classroom instruction.	Ongoing Surveys/Teacher reflection using checklists of SIOP feature implementation was appropriate because it allowed the Leadership team to track teacher readiness and application of the learning. We could monitor building wide growth and determine when and who may need reteaching of skills or when we were ready as a building to add another high leverage strategy to our professional development calendar.	Teacher perception survey shows 94% of staff mostly-consistently use content and language objectives in lessons. There were no staff reporting to rarely using this strategy.

SY 2020-2021 High-Priority Goal #2: Teachers will learn about and consistently implement the Reading Units of Study program and accompanying assessment systems to support a consistent balanced literacy program for all students to increase reading comprehension and independent reading levels.		
Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above.	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1)Regular Professional Development for all staff on the Reading Units of Study program and assessments led by the district Student Learning department.	TCRWP Running Records assessment, Fall, Winter, and Spring to assess student independent reading level progress	Job-embedded professional development was provided through the use of instructional videos. Use of instructional materials was consistent across grade levels. Optional curriculum mapping collaborative time was available as needed.
2)Regular Professional Development for all staff on iReady assessment program led by iReady consultants	iReady diagnostic assessments in Fall, Winter, and Spring to assess Reading progress	Three iready professional development sessions were provided by the consultants. One prior to using the assessment system, one after completing the initial diagnostic and a training after mid year data was available to monitor growth. Admin level training was provided to discuss end of the year data and results. Additional sessions were provided at a school level in data meetings. This was used to look at grade level trends in instruction in preparation for next year's grade level areas of strength and opportunities for growth as a result of the pandemic. Student participation in multiple iReady assessments was at 97% for math and 93% for reading. Schoolwide iReady Reading diagnostic from Fall to Spring data shows Tier 1 grew from 28% to 35%, Tier 2 reduced 47% from 49%, and Tier 3 reduced 18% from 23%. 34% met typical growth and 19% met stretch growth goals.

SY 2020-2021 High-Priority Goal #3: Learn about and implement Multi–tiered Systems of Support (MTSS) school wide with an intentional focus on SEL, culturally responsive and antiracist practices.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above.	Measures: How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	Results/Progress: Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1)Implement building-wide MTSS Plan-Virtual Systems of Support in response to COVID pandemic	Engagement team tracking sheet, bobcat recess buddies group attendance, Study	As a result of our work, students self-reporting on the topic of supportive relationships in the Panorama Wellness survey increased from 55% students responding favorably to 61%, with our largest increase in students feeling connected to other students from 38% in fall to 52% in spring. 83% of students surveyed felt they had a teacher or adult from school that they could count on no matter what by the spring survey. This reflects the international work our school has done to build relationships, provide time and space for student connection, and intentional student check-ins and support.
2)Ongoing Professional Learning with focus on culturally responsive and antiracist practices and systems.	Panorama SEL screener, Fall Winter, Spring	Equity professional development was embedded in all our staff and team meetings and building time together throughout the year. As a school, we focused on learning about implicit biases and their impact on our students, families, and system. At our final staff reflection, 88% of staff reported that they were comfortable talking about biases, reflecting on their own, and interrupting them when they arise. The remaining 12% were mostly comfortable, 0% of staff members reported that they were uncomfortable or needed more time to do this work. In addition, we revised our report card comment procedures and class placement process in response to our anti-bias anti-racist learning.

Section II. 2020-21 End-of-Year Summary and Reflection Questions

The following Section is a summary reflection on end-of-year findings as documented in Section I above and to inform decision-making about 2021-2022 SIP Goals and Activities in Section III below. The purpose of these reflective and guiding questions is for building leadership to engage in practical and sustainable planning processes. Use of these questions and the additional Sections of this Template can encourage the formation of practical high-leverage goals and activities, progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2020-21, how have you responded to emerging student equity needs, particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities furthest from educational justice?

   We have responded to equity needs and eliminating opportunity gaps in multiple ways during the 2020-21 school year.
   - Created and implemented a virtual multi tiered system of support to address SEL and academic needs in both remote and hybrid classrooms including:
     - Common SEL curriculum and lessons K-6
     - School psychologist-counseling and lessons
     - Online Student Study Clubs
     - Online recess affinity groups.i.e. Legos, art. etc.
     - Bimonthly materials distribution events
     - Student Engagement Team that provided ongoing check ins, 1:1 support with SEL and academics, tech and connectivity support, materials delivery, family basic needs support.
     - SEL team- monitoring of Panorama Wellness Screener data resulting in student check ins, counseling, and family outreach.
   - Universal, common assessments in ELA and Math K-6, iReady and TCRWP Running Records
   - Universal and common use of ELA curriculum across K-6, TCRWP Reading and Writing Units of Study.
   - Ongoing whole staff EL high-leverage strategies professional development on implementing and utilizing content and language objectives(SIOP features 1&2) and comprehensible input (SIOP feature 11)

- Ongoing whole staff SEL and equity professional development, with a focus on anti bias and antiracist learning. Including participation in monthly PD with Joe Truss from Culturally Responsive Leadership as well as hosting weekly community conversations via zoom on race and the intersections with our educational system.
- Just right and diverse books to support students independent reading time K-6. These texts were used in class as well as sent home for remote learning at materials distribution events.
- Foundational reading materials for phonemic awareness and phonics intervention.
- Supplemental SEL intervention materials for small groups and intervention.

2. **If Tribal consultation is applicable/required by ESSA Section 8538 in your district and building:** How is your district engaging in timely, meaningful, and ongoing Tribal consultation in the planning and implementation of your SIP plan supporting AI/AN students, families, and communities?

   N/A.

3. Did you achieve any of your high-priority goals listed in Section I above? Describe what led to achieving that(/those) goal(s) or what prevented you from achieving it(/them).

   We achieved high-priority goal #2. We have learned about and consistently implement the Reading Units of Study program and accompanying assessment systems across K-6. We achieved this goal over the course of the last 2 years by providing common professional development, support via instructional coaches, and release time to administer assessments with support to calibrate and align our assessments across the system. We have seen growth in student achievement in reading across the school, but still have pockets of students who are not performing at the same growth rate as their peers. Remote learning and the hybrid model due to COVID has created limitations in how teachers can provide 1:1 support, interventions, and ensure student participation.

   We have made considerable progress on high-priority goal #1. Staff is consistently planning with content and language objectives in mind and incorporating them into their lessons. We do need more time to study and implement other SIOP high-leverage strategies as a staff. Our PD plan was impacted by district initiatives that took time out of our calendar to work together as a staff in addition to COVID response, reconfiguration of classes from remote to hybrid throughout the year, and other challenges detailed below.

   We also made progress in high-priority goal #3- Learn about and implement Multi-tiered Systems of Support (MTSS) school wide with an intentional focus on SEL, culturally responsive and antiracist practices. Progress was made as a result of the Leadership Team and Equity task force being the lead learners in this work and bringing it to the staff via staff, team, and building meetings. Teacher leaders have progress monitored, planned, and reflected together to purposefully bring this learning and targeted actions steps to the staff. Our team feels we have made progress, but did not reach all of the learning goals planned for this year because of time constraints with limited PD time together as a staff.

4. How did at least one of the documented activities mentioned in Section I above (from SY 2020-21) positively impact student outcomes in relation to achieving its associated high-priority goal?

- Equity work made our staff think twice about how we respond to students, first thought, second thought. More aware of how our own biases come up in an equitable way in interactions with students.
- Equity conversations have guided teacher intentional book/materials selections and integration into ELA providing windows, mirrors, and sliding doors for students.
- Equity work provided scaffolding for difficult conversations with students, staff felt more able to have those with some background and tools for facilitation to do less harm.
- ELL strategies showed up in lessons and learning slides/presentations for students. Students experienced use of clear objectives,visuals, modeling and videos to connect kids to reading and learning standards.
- EL strategies are helping non-EL's as well! More engagement was witnessed when these high-leverage strategies were used.
- The equity work melded with EL strategies resulting in more culturally responsive teaching
- ELA and Equity- work resulted in providing a wide selection of book choices for equity and literacy goals. Individualized for kids, and curated book selections for kids, including newcomers every two weeks.

5. What challenge(s) did you encounter this year with implementing activities for at least one high-priority goal?

- Time to create and embed materials to scaffold.
- Time to collaborate. Hard to find time in the system..across grade levels and with all teams to brainstorm. COVID made this even harder.
- A lot of scrambling to teach in hybrid, and classroom shuffling between stages was really challenging.
- The SEL goal was a lot of self work. Teachers had to work outside of contract day to do deep learning.
- Time to teach "synchronously" was limited with remote/hybrid schedules.
- Trying to do assessments with masks, distancing, and space made running records and other CBAs a challenge.
- SEL work was challenging because students had not been back in school for quite a few months, they had not had experienced time together in over a year.

- The breaks in the schedule were hard to create a consistent experience for students.
- Momentum in the curriculum was hard. Difficult to go deep with the limits in the schedule and time.
- Engagement was HARD. Asynchronous days were challenging as students and families became more disengaged on these days.
- It took a lot of effort to determine the CORE of a lesson (critical standards) and curriculum with constraints and student needs in mind.
- Difficult for the psych team to support SEL and classroom lessons in the model remote/hybrid. Sheer number of students that needed support made it so difficult to do everything. This impacted the work. Capacity became a barrier to implementing MTSS. Work was more reactionary. Tier 3 work.
- Family challenges, language barriers in helping students attend zoom and supporting students at home and what to do to help kids.
- Not having Tech support in multiple languages.
- Navigating technology, like Canvas, was time consuming and not intuitive for all families and students.

6. What adjustments and modifications could be made towards addressing the challenge(s) detailed above for the upcoming academic year?

- Prioritize our goals and streamline our work to ensure ample time in the calendar can be made for professional development and time together as a staff.
- Align our building work with district initiatives
- In person learning 5 days a week for all students
- More time to collaborate with teams to plan, embed strategies in lessons, and align our practices.

7. What additional sources of data, if needed, will be collected to monitor the progress of those activities to be adjusted or modified?

We will continue to use our current data sources to monitor the progress of activities. These include: Panorama, iReady, TCRWP Running Records, staff, family, and student surveys, and ELPA 21.

OSPI School Improvement Plan 2021-2022

Building data
Please, provide your school district and building name below.

School District: Edmonds School District	
Building Name: Oak Heights Elementary	
Date: September 2021-June 2022	

Instructions:
Using the tables below, identify your highest priority school improvement goals and activities for SY 2021-22. Please refer to the OSSI SY 2021-2022 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals
What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:
- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:
- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2021-22 SMARTIE Goal #1:
During the 2021-22 school year, all students will show growth over time as a result of continued partnership with the Leadership, SpEd, and Multilingual Learner Teams. Oak Heights Elementary staff will increase the use of SIOP high leverage strategies for Building Background (SIOP features 7, 8, 9) to increase understanding and achievement of all students. The Leadership team will monitor academic data for disproportionalities between Multilingual students, Special Education students and their peers using a variety of assessment tools, identified in the measures below, for reading and math.

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.	*What is the projected length of time of the activity?*	*Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	*What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	*What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Collaborative time for teams to engage in lesson study, unit planning, calibration, and assessment and instructional alignment.	August 2021-June 2022	Leadership Team Admin Team Grade Level Teams Student Services Team	Time for teams to work in collaboration outside of the contracted day. Culturally responsive classroom teaching materials for scaffolding and building background.	WIDA-Language Proficiency Data iReady Diagnostics fall, winter, and spring Running Records fall, winter, spring Acadience data Sight Words Assessments WaKIDS Progress Monitoring Data Classroom based assessments and monitoring
2)Ongoing professional development for all staff on SIOP high leverage strategies for Building Background.	August 2021-June 2022	Leadership Team Admin Team EL Teachers Grade Level Teams Student Services Team	Professional Development Timesheets for PD outside of contracted day	School Process Data- SIOP Feature walkthrough data (features 7,8, and 9) and Teacher Perception Survey data EL and Special Education Disproportionality Data Classroom based assessments and monitoring

Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity*): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:
1)$2,500 Professional Development- OSSI igrant.
2)$10,000 Collaborative time, resources and materials-OSSI igrant

SY 2021-22 SMARTIE Goal #2:
During the 2021-22 school year, all students will show growth in their sense of belonging over time as a result of continued partnership with the PTA, Leadership, SEL, and Equity Teams. The Leadership team will monitor learning and implementation via Panorama data, staff, student, and family surveys,and focus groups. Data from monitoring will be reviewed in fall, winter, and spring to ensure all staff are beginning to apply core practices across our system.

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	Timeframe *What is the projected length of time of the activity?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Establish a SEL Team to plan, design, implement, and monitor a comprehensive SEL model school wide paired with the MTSS framework.	August 2021-June 2022	Administrator School Psychologist Student Intervention Coordinator Teacher Leaders Parent Representatives	Professional Development- CASEL Guide to Schoolwide SEL and Reunite, Renew, Thrive: SEL Roadmap for Reopening School Release time or extended time to meet outside of contracted day with SEL Team	Stakeholder "Baseline" ABAR Survey Data-family focus groups, PTA, Natural Leaders, Leadership Team Panorama SEL Screener- Fall, Winter, Spring Discipline Referral Disproportionality Data
2)Ongoing professional development for all staff on SEL high leverage strategies for increasing a sense of belonging.	August 2021-June 2022	Administrator School Psychologist Student Intervention Coordinator Teacher Leaders Parent Representatives	Professional Development- CASEL Guide to Schoolwide SEL and Reunite, Renew, Thrive: SEL Roadmap for Reopening School	Panorama SEL Screener- Fall, Winter, Spring

Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity*): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:
1)$2,500 Professional Development- OSSI igrant.
2)$5,000 Collaborative time, resources and materials-OSSI igrant

SY 2021-22 SMARTIE Goal #3:

In partnership with our Leadership Team, Natural Leaders, Student Council, and PTA, Oak Heights Elementary will develop culturally responsive and anti bias antiracist (ABAR) practices with that includes learning for staff and students, The Leadership team will monitor learning and implementation via Panorama data, staff, student, and family surveys,and focus groups. Data from monitoring will be reviewed in fall, winter, and spring to ensure all staff are beginning to apply core practices across our system by June of 2022.

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	Timeframe *What is the projected length of time of the activity?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
2)Ongoing professional development for all staff on ABAR and culturally responsive practices with a focus on microaggressions.	August 2021-June 2022.	Administrator School Psychologist Student Intervention Coordinator Teacher Leaders Parent Representatives	Schoolwide Book Study: Be the Change and/or We Got This Collaborative time to meet outside of contracted day	Panorama Data Teacher Perception Surveys Parent Survey and Focus Group Data Discipline Referral Disproportionality Data
1)Establish an Equity Task Force to plan, design, implement, and monitor schoolwide equity work and disproportionality data.	August 2021-June 2022.	Administrator School Psychologist Student Intervention Coordinator Teacher Leaders Parent Representatives	Professional Development for Equity Task Force to bring learning back to Leadership Team/School Collaborative time to meet outside of contracted day	Panorama Data Teacher Perception Surveys Parent Survey and Focus Group Data Discipline Referral Disproportionality Data

**Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*

1)$1,250 Professional Development- OSSI igrant.

2)$5,000 Collaborative time, resources and materials-OSSI igrant