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

Current School Year	2023-2024
Our School Name	Oak Heights Elementary

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.

Oak Heights Elementary, is a vibrant and diverse school where there is a belief that education has the power to shape society for the better. At our school we work on centering BIPOC, (Black, Indigenous, and People of Color) students and families to help disrupt systemic barriers to our most marginalized communities. We know that ALL children can learn at high levels and have unique strengths. We work to make sure every student is valued, seen, heard, loved, and treated

with dignity. As a community, we work together to make Oak Heights a school where students, families, and staff feel safe emotionally, physically, and students achieve academic success.

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	542	NA	Two or More Races	40	7.38%
American Indian/Alaskan Native	1	.2%	English Language Learners	125	23.06%
Asian	94	17.34%	Homeless/ McKinney-Vento	7	1.22%
Black/African American	51	9.4%	Low Income	244	43.91%
Hispanic/Latino	151	27.85%	Section 504	11	3.3%
Native Hawaiian/Other Pacific Islander	3	.55%	Students with Disabilities	60	12.36%
White	202	37.26%			

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)	☑ ☑ ☑ ☑ ☐	*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.* *District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups* *Staff diversity* *Staff professional development topics, and staff who attended* *Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results*
Engagement (such as school culture and climate)	☑ ☑ ☑ ☐	*Skyward: Student attendance (percent regular attenders),* *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?)* *Panorama student survey data* *Please list other data sources used by your school to develop the SIP e.g., family surveys, family partnership/volunteer opportunities; activities e.g., clubs, advisories, SEL instruction, and other*
Instructional Excellence (and student learning)	☐ ☑ ☑ ☐ ☑ ☐	*Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators* *Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)* *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)* *OSPI high school graduation rates, drop-out rates* *Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.* *Please list other data sources used by your school to develop the SIP e.g., other formative assessments*

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 Oak Heights staff has engaged in deep cycles 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. The first key takeaway was that our EL/ML learners, students of color, low-income students, and our students who qualify for special education were not achieving or showing growth at rates similar to their peers.

Since that time, we have implemented common school wide assessments that our instructional leadership and equity teams review at least 3 times throughout the school year. We have initiated consistent curriculum and practices in literacy across K-6. In addition, we have worked to establish a strong MTSS system to ensure an anti bias and antiracist, trauma informed, and culturally responsive Tier I system across our school. As well as, we have focused on school-wide SIOP and multilingual professional development and strategy implementation across all grade levels and programs. A core part of our process is regular and ongoing data collection which includes common school wide assessments in math and literacy, SEL, (Social Emotional Learning) student survey data in 3-6th grade, classroom walkthrough data with common instructional look-fors, grade level team classroom based assessments, and family surveys and input data. This allows our Equity/Leadership teams to reflect on progress, and identify new improvement practices and priorities to implement and monitor.

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

We are intentionally involving stakeholders in our school improvement development and monitoring in a variety of ways:

- Monthly student leadership and advisor meetings with the admin team.
- Monthly Equity/Leadership meetings to discuss progress, review data, plan next steps.
- Monthly open family conversation opportunities with Family Resource Advocate and admin team
- Partnership with Natural Leaders and Parent Teacher Association
- Monthly Parent-Teacher Advocacy Group meetings with staff, family, and community partners
- Annual SIP presentations with School Board

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?

When we engaged in a root cause analysis process, it was determined that the disparate outcomes were caused by:
- Lack of common professional development- high-leverage ML strategies
- Inconsistent instructional practices across the building
- Inconsistent use of core materials
- Inconsistent values and beliefs
- Need for data driven collaboration
- Need for common assessments

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

Our school improvement priorities for the 2023-24 school year include continued professional development and implementation of SIOP(Multilingual) and SpEd high leverage practices, with a key focus on enhancing academic language and vocabulary across all grade levels and settings. This focus aligns with our identified areas of need, increasing the achievement and reducing the disproportionate outcomes of our ML and SpEd student populations. In addition, we will be continuing to focus on increasing student sense of belonging by learning about and implementing anti bias and antiracist and trauma informed practices across our school. This work directly aligns to the historically disproportionate outcomes of our students of diverse cultures and various backgrounds.

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: Between Fall 2021 and Spring 2024, students in grades K-6 will be able to read at grade level standard achieving at least 2% growth each year, from 32% in the Fall of 2021 to 59% in the Spring of 2024 as measured by i-Ready Reading diagnostic and Spring Running Records Assessment.

Theory of action

If all staff learn about and implement high-leverage SIOP, (Sheltered Instruction Observation Protocol strategies across all classes and programs, then students will grow as readers and achieve higher levels of academic success.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: School Wide focus and implementation of SIOP Feature 9- Academic Language and Academic Vocabulary instruction and strategies. • Content and Language Objectives K-6 • Common Critical Tier 2, K-6 Vocabulary List	Admin, Leadership Team, ML Team, Certificated Staff

● Common Productive Domain-Speaking and Writing Academic Vocabulary Instructional Practices K-6	

How will we know that the strategy is working?

Strategy 1:Growth in student academic data will be evident as well as strategies and structures during core instruction that demonstrates intentional focus on academic language and vocabulary.

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* | *What does this look like in action?*

● Assess students using multiple common universal assessments
● Regular PD on ML Academic Language and Vocabulary strategies/instructional practices
● Implementation of Common Academic Language strategies K-6
　○ ML Academic Discussion protocols and support structures (Whole Group, Pair Share, Teams, Stems, Fishbowl)
　○ ML Writing Scaffolds-(Word Maps, Webs, Unpacking phrases, Scaffolded Summary, Learning by Doing, Quick Draw/Write, Common graphic organizers, vocabulary journals)
● Revisit and align Common Tier 2 Word Lists
● Classroom walkthrough ML indicator checklists and reflection tools across K-6
● i-Ready My Path Lesson across K-6 each week (2 @ 80% minimum)
● PLC's to plan, observe, and reflect on student data using MTSS Data Protocol and WIDA standards.
● Common "stoplight" student reflection tool K-6
● Regular progress monitoring and course corrections by Leadership/Equity Team
● Family Academic Engagement Nights | *What evidence or data will we review? (e.g., implementation and/or outcome data)*

Running Records
WaKids
i-Ready
Acadience
Sight Words
Walkthrough Checklists
Student Self Reflection
Staff Reflection |

End-of-year Reflect and Revise plan	*What does this look like in action?* Continue focus on components of SIOP Feature 9 and ML Academic Language strategies and adjust instructional practices based on student data. Plan for course corrections and adjustments in PD plan	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Running Records Smarter Balanced Assessment WaKids i-Ready Acadience Sight Words Walkthrough data

SIP Goal 2: Between Fall 2021 and Spring 2024, students in grades K-6 will be able to perform at grade level standard achieving at least 2% growth each year from 14% in the Fall of 2021 to 49% in the Spring of 2024 as measured by i-Ready Math diagnostic and Smarter Balanced Assessment

Theory of action

If all staff learn about and implement high-leverage SIOP strategies across all classes and programs, then students will grow as mathematicians and achieve higher levels of academic success.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: School Wide focus and implementation of SIOP Feature 9- Academic Language and Academic Vocabulary instruction and strategies.	Admin, Leadership Team, Multilingual Team, Certificated Staff

How will we know that the strategy is working?

Strategy 1: Growth in student academic data will be evident as well as strategies and structures during core instruction that demonstrates intentional focus on academic language and vocabulary.

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	*What does this look like in action?*
	
	• Assess students using multiple common universal assessments
	• Regular PD on ML Academic Language and Vocabulary strategies/instructional practices
	• Implementation of Common Academic Language strategies K-6
	   ○ ML Academic Discussion protocols and support structures (Pair Share, Teams, Stems, Fishbowl)
	   ○ ML Writing Scaffolds-(Word Maps, Webs, Unpacking phrases, Scaffolded Summary, Learning by Doing, Quick Draw/Write, Common graphic organizers, vocabulary journals)
	• Classroom walkthrough ML indicator checklists and reflection tools across K-6
	• iReady My Path Lesson across K-6 each week (2 @ 80% minimum)
	• PLC's to plan, observe, and reflect on student data using MTSS Data Protocol and WIDA standards.
	• Common "stoplight" student reflection tool K-6
	• Regular progress monitoring and course corrections by Leadership/Equity Team
	• Family Academic Engagement Nights
		What evidence or data will we review? (e.g., implementation and/or outcome data)
		
		i-Ready
		Smarter Balanced Assessment (SBA) interims
		Classroom based assessments
		Walkthrough data
		Student Self Reflection

End-of-year Reflect and	*What does this look like in action?* • Continue focus on components of SIOP Feature 9 and adjust instructional practices	*What evidence or data will we review? (e.g., implementation and/or outcome data)*

Revise plan	based on student data. Plan for course corrections and adjustments in the PD plan.	i-Ready SBA Classroom based assessments Walkthrough data

SIP Goal 3: Between Fall of 2021 and Spring of 2024, students in grades 3-6 will feel a greater sense of belonging/supportive relationships at school increasing by 2% each year , from 55% in Spring of 2022 to 59% in Spring of 2024 as measured by the Panorama General Wellness Survey and other site-based surveys.

Theory of action

If all staff focus on ABAR (anti bias and anti racist) strategies, systems, and practices, then students and families will feel seen, heard, and valued thereby increasing their sense of belonging.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Consistent MTSS Tier 1 for Social Emotional Learning Strategies and Supports: ● SEL instruction in all classrooms, topics include: identity, emotional regulation, anti-bullying, coping strategies, and inclusion via Second Step ● Responsive Classroom practices across K-6, including morning meetings, brain breaks, and closing circles ● Clear, consistent, and responsive schoolwide behavior pathway ● School Wide positive behavior supports ● Monthly Classroom Counseling Lessons K-6	Admin, Leadership Team, ABAR Team, Certificated Staff and Classified Staff

How will we know that the strategy is working?

Strategy 1:Increased sense of belonging through robust core systems of support that are equitable, intentional, and responsive.

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	What does this look like in action?	What evidence or data will we review? (e.g., implementation and/or outcome data)
	- Second Step taught in all classrooms - Second Step Bullying Lessons taught in all classrooms - Student leadership programs implemented - School wide buddy classes implemented - Zones of Regulation thought and used in all classroom settings - Monthly classroom counseling lessons - Monthly Anti bias, antiracist, Trauma Informed, and culturally responsive professional learning with all staff - Book Study:Classroom 180 - Words Have Power PD and school wide learning about disrupting racist language and hate speech - Implement monthly family engagement and partnership events/opportunities,PTAG. - Weekly Admin meetings to discuss students of need with Family Resource Advocate and Psychologist team, review and act on Panorama data - School wide focus on positive outreach opportunities with families using ParentSquare,	Panorama Surveys SWIS (Discipline Reports) PST (Problem Solving Team) Tracking Family Surveys and Feedback Parent Square Reports Student Self-reflection Tool

	- postcards, phone calls, and email. - School wide PBIS model with intentional focus on student celebration and recognition with weekly Shout Outs and Bobcat Pride Awards - Regular, consistent, and responsive parent communication - Implement "Bobcat Den" for staff supported student SEL support - Bobcat Groups-cross school community groups that meet during the school day. (opt in)	
End-of-year Reflect and Revise plan	*What does this look like in action?* - Continuing progress monitoring and course corrections as needed - Review Winter and Spring Panorama data - Continue relationship centered practices during morning meetings, small group instruction, 1:1 individual conferencing, and family outreach. - Addition of Classroom 180 Trauma Informed School Professional Development and book study.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Surveys SWIS (Discipline Reports) PST Tracking Family Surveys and Feedback Classroom 180 self assessment/rubrics

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

Name:	Role:
Jessica Asp	**Principal**
Alecia Aillaud	**5th Grade Teacher**
Molly Martin	**1st Grade Teacher**
Jessica Cotton	**5th Grade Teacher**
Amy Mason	**Multilingual Teacher**
Ali Wilkens	**Kindergarten Teacher**
Deanna Silue	**3rd Grade Teacher**
Mercredi Noble	**2nd Grade Teacher**
Sara Kaleo	**3rd Grade Teacher**
Theresa Bennett	**6th Grade Teacher**
Virginia See	**Speech and Language**
Molly Rhodes	**Family Resource Advocate**
Jessica Janicki	**4th Grade Teacher**
Jenna Smith	**2nd Grade Teacher**
Rhodora dela Cruz	**6th Grade Teacher**

Links to supporting documents
- [2021-26 Edmonds Strategic plan](#)
- [2023-24 Reflect and Revise Summary](#)