Edmonds School District

THREE-YEAR PLAN

Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 7–8, and 9–12

Template Revised 08/06/2024

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 outlines what staff members will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

Our School Name Oak Heights Elementary

Current School Year 2025-26

Section 1. Our School

Oak Heights Elementary is a beautifully diverse and vibrant community of 528 students and over 65 staff members. We believe that education has the power to shape society for the better. We work to center our BIPOC (Black, Indigenous, and People of Color) students, families, and staff which helps to disrupt systemic barriers to our most marginalized communities. We know that ALL children can learn and have unique strengths. Every student is valued, seen, heard, loved, and deserves dignity. Our school is a place where students, families, and staff feel safe emotionally and physically.

Program Participation	Count	Percentage
504	26/528	4.9%
Free/Reduced Lunch	258/528	48.9%
MKV	8/528	1.5%
Students with IEPs	78/528	14.8%
Multilingual Students	138/528	26.1%

Demographics	Count	Percentage
Asian	111	21%
Black/African American	53	10%
Hispanic/Latino of any race(s)	145	28%
American Indian/Native Alaskan	1	.18%
Two or more races	26	4.9%
Native Hawaiian/Pacific Islander	8	1.5%
White	184	34.8%

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 School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

Equity (such as student demographics and listening sessions)

- ☑ Student demographics
- ☐ Employee demographics
- ☐ Enrollment in advanced courses and specialized programs
- ☑ Opportunity gaps in academics, social-emotional learning, and discipline
- ☑ Family Surveys
- ☑ Special education and least restrictive environment data
- ☐ Other

Engagement (such as school culture and climate)

- ☑ State data on students who are regular attenders
- ☑ District attendance data
- ☑ Exclusionary discipline data
- ☑ Student survey data
- ☑ Family survey data
- ☑ Family partnerships
- ☑ Participation in events and volunteer opportunities
- ☐ Other

Instructional Excellence (and student learning)

All Students

- [x] State ELA assessment
- [x] State math assessment
- [x] WCAS and/or WA-AIM
- [x] State student growth
- [ ] Grade level on-track indicators
- [x] Acadience
- [x] Classroom observation tool
- [ ] Other

Elementary

- [x] State WaKIDS
- [x] i-Ready reading
- [x] i-Ready math
- [x] Running Records
- [x] Other

Secondary

- [ ] State graduation rates
- [ ] State dropout rates
- [ ] State ninth grade on-track
- [ ] District course completion
- [ ] District grades/GPA
- [ ] District i-Ready
- [ ] Other

Reflection Questions (Please answer each question in 150 to 300 words.)

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward for planning?

Our teams reviewed SBA, WAkids, Acadience, WIDA, Attendance, and i-Ready data. Upon examination, we identified disparities in a variety of areas that informed our school improvement planning. We used these data sources to determine areas of focus, need, and professional learning as a school. We examined these data in our leadership team, administrative team, and in our student and parent-teacher advocacy groups. These teams identified strengths and needs in the disaggregated data. These disparities were then brought through an inquiry cycle to determine needs and next steps. Our takeaways are listed below.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

The data indicate that our students are growing in foundational literacy skills. Our students are moving forward with stronger phonemic awareness and phonics skills. This is a testament to our focus on consistent core instruction across our K-6 system, 95% core curriculum implementation, and a robust Title/LAP program.

Our multilingual student (ML) WIDA data shows a larger average growth in speaking and listening domains for Oak Heights ML students compared to the District. In addition, Oak Heights' percentage progressing in WIDA growth is at 42.86% whereas the District average is at 38.41%. This suggests our school improvement focus over the last three years on SIOP strategies with a focus on the productive domains and specifically academic language and "talk

moves” in the classroom is positively impacting our multilingual students' language acquisition levels.

Oak Heights student growth percentiles (SGPs) for SBA English Language Arts and Math show a large percentage with High Growth at 41% in 2023-24 compared to only 31% in 2022-23 and 29% in 2018-19. This indicates that a larger percentage of students achieve a higher percentage of growth in SBA scores than in previous years. This can be attributed to consistent common core-aligned practice opportunities with i-Ready diagnostics, my path lesson completion, and SBA intervention block assessments. These assessment opportunities provide real-time progress monitoring opportunities aligned to the CCSS for teachers to modify and adapt instruction.

3. Based on the data that our team reviewed, what areas are not achieving our school’s goals and/or not making satisfactory progress? Why?

The data indicate that students with disabilities/IEPs are achieving at a lower rate than other subgroups. Many factors may be contributing to these disparate outcomes, including, but not limited to, inconsistent intervention blocks that interfere with core instruction, inconsistent individualized instruction due to teacher or paraeducational training and material needs for specific, specially designed instructional goals, and insufficient opportunities for students to practice and apply skills in a testing system with accommodations and support.

Our WIDA data shows less growth in the reading and writing domains of our multilingual students. This indicates a classroom need to implement a more robust core instructional program with targeted differentiation and interventions for our ML students to apply and practice these skills effectively.

Our attendance data shows that our multilingual students attend at a lower rate than other subgroups of our school population. The percentage of multilingual students attending 90% of the school year is 65%, whereas the school average is 73%. This indicates a need for outreach to determine systemic and individual barriers and provide ongoing culturally responsive communication regarding the importance of attendance and academic achievement.

4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the SIP?

Our school has a student leadership team and a principal advisory group that meets regularly. These student-focused teams review schoolwide data and trends to provide insight and actionable feedback to inform our school improvement efforts. These teams consist of 4th, 5th, and 6th-grade students of varying backgrounds and demographics.

Oak Heights has a variety of methods for engaging school community members. We have an active Parent Teacher Association that meets monthly with school leadership, a Parent-Teacher Advocacy group that meets regularly with our Leadership Team, and Natural Leaders that work with our Family Resource Advocate on schoolwide endeavors. These groups provide anecdotal

feedback and review schoolwide data and trends to provide insight, ideas, and actionable feedback to inform our school improvement efforts.

Section 3. School Improvement Plan (SIP)

This section describes what our staff members 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 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth grade on-track for graduation goal, and an engagement goal.**

Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

Between the spring of 2024 and the spring of 2027, the percentage of 3rd to 6th-grade students performing at or above grade level in ELA will increase from 39.5% to 54.5% as measured by the SBA.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

Between Fall 2025 and Spring 2026, the percentage of students in grades 3-6 performing at or above the benchmark in ELA will increase from 34% to 55%, as measured by the i-Ready Reading Diagnostic.

Theory of Action (Use "If … then" statements to explain how our strategy or strategies will achieve this goal.)

If we provide explicit, systematic instruction in phonics, fluency, vocabulary, and comprehension, and engage in regular data discussions with students, then students will build stronger foundational reading skills, deepen their understanding of text, and demonstrate measurable improvement in reading achievement.

Annual Strategies and Ongoing Work Plan

Reflection questions to consider when identifying our key strategy or strategies

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

Please list one to three key strategies

- Learning Conversations/Data Chats - as an intentional way to regularly provide actionable feedback, review learning goals, and have students engage in self-evaluation and reflection of their own progress, and an opportunity to provide feedback on how they experienced learning. All actions have been shown to have a positive effect on student achievement.

What will the strategy or strategies look like in action?

- All staff will learn to use data with students to review progress, provide feedback, set goals, and facilitate reflection and self-evaluation.

Team or person responsible

Grade Level Teams, Principal, Instructional Leadership Team, Student Learning Department

Progress Monitoring

Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- i-Ready Diagnostics fall, winter, and spring
- Running Records fall, winter, and spring
- Acadience data benchmarks throughout the year

- SBA Interim Assessments
- Ellevate student reports
- Classroom-based assessments and progress monitoring

The practice will take place from August 2025 to June 2026.

Data will be collected and reviewed by classroom teachers every 6-8 weeks and by the instructional leadership team three times per year (fall, winter, and spring).

Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

Between the spring of 2024 and the spring of 2027, the percentage of 3rd to 6th-grade students performing at or above grade level in math will increase from 41.4% to 56.4% as measured by the SBA.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

Between Fall 2025 and Spring 2026, the percentage of students in grades 3-6 performing at or above the benchmark in Math will increase from 19% to 55%, as measured by the i-Ready Math Diagnostic.

Theory of Action (Use "If … then" statements to explain how our strategy or strategies will achieve this goal.)

If we provide explicit, systematic instruction in number sense, operations, algebra, geometry, and data analysis, and conduct regular data discussions with students, then students' math achievement will improve through a stronger grasp of foundational math skills and concepts.

Annual Strategies and Ongoing Work Plan

Questions to consider when identifying our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

- Learning Conversations/Data Chats - as an intentional way to regularly provide actionable feedback, review learning goals, and have students engage in self-evaluation and reflection of their own progress, and an opportunity to provide feedback on how they experienced learning. All actions have been shown to have a positive effect on student achievement.

What will the strategy or strategies look like in action?

- All staff will learn to use data with students to review progress, provide feedback, set goals, and facilitate reflection and self-evaluation.

Team or person responsible

Grade Level Teams, Principal, Instructional Leadership Team, Student Learning Department

Progress Monitoring

Questions to consider when planning how you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- i-Ready Diagnostics fall, winter, and spring
- Weekly i-Ready math progress/minutes
- SBA Interim Assessments

- Ellevate (software program) student reports
- Classroom-based assessments and progress monitoring

The practice will take place from August 2025 to June 2026.

Classroom teachers will collect and review data every 6-8 weeks, and the instructional leadership team three times per year (fall, winter, and spring).

Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)

Between the Fall of 2024 and the spring of 2027, the percentage of multilingual students attending 90% of the school year or more will increase from 65% to 75% as measured by our daily attendance records.

Data Review to Identify Our Annual Target Goal

Reflection questions when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From Fall of 2025 to Spring 2026, the percentage of multilingual students attending 90% of the school year or more will increase from 65% to 70% as measured by our daily attendance records.

Theory of Action (Use "If … then" statements to explain how our strategy or strategies will achieve this goal.)

If we intentionally reach out to our multilingual families to understand the barriers to attendance, then we can implement targeted interventions that address the root causes of absenteeism, leading to improved attendance rates.

Annual Strategies and Ongoing Work Plan

Questions to consider when planning our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

- Provide culturally relevant family engagement activities and resources.
- Provide parent education workshops on the importance of regular attendance.
- Develop family-school communication strategies to keep families informed about their child's progress and attendance.

What will the strategy or strategies look like in action?

- Ongoing culturally responsive family engagement events
- 1:1 Outreach and conferences for families in need or crisis
- Regular family-school communication with interpretation services provided

Team or person responsible

- Family Resource Advocate- Ana Jackson
- Leadership Team

Progress Monitoring

Questions to consider when planning you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Attendance data via homeroom and QMLATIV weekly. The office support secretary, family resource advocate, and admin team will monitor data.

Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
Jessica Asp Crystal Litts Ali Wilkens Sara Kaleo Molly Martin Danielle Anderson Jess Cotton Alecia Aillaud Theresa Bennett Jenna Smith Mercredi Noble Jessica Janicki Ruby White Desiree Stocker	Principal, Classroom Teachers, SLP, SINC, Paraeducator, and Counselor

Links to supporting documents

- Edmonds School District 2021–2026 Strategic Plan
- Mid-year Reflect & Revise Template_24-25
- End of Year Reflect & Revise Template_24-25