Edmonds School District

THREE-YEAR PLAN

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

Template Revised 08/17/2026

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 how staff members will ensure every student feels a sense of belonging and can 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 2026-2027

Section 1. Our School

Oak Heights Elementary is a beautifully diverse and vibrant community of 561 students and over 70 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	20/561	3.56%
Free/Reduced Lunch	240/561	42.4%
MKV	5/561	.89%
Students with IEPs	90/561	15.9%
Multilingual Students	151/561	26.9%

Demographics	Count	Percentage
Asian	119	21%
Black/African American	55	10%
Hispanic/Latino of any race(s)	155	27%
American Indian/Native Alaskan	2	.35%
Two or more races	54	9.6%
Native Hawaiian/Pacific Islander	8	1.4%
White	173	30%

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, 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
- [ ] 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 in 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.

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

Our students are strengthening foundational literacy skills, particularly phonemic awareness and phonics. These gains reflect consistent K–6 core instruction, implementation of the 95% core curriculum, and robust Title/LAP support.

Attendance has also improved. In 2025–26, 83.9% of students had fewer than two absences per month, up from 71.6% in 2022. Our efforts to strengthen belonging and address attendance barriers are contributing to this progress.

Math Smarter Balanced Assessment (SBA) results show an upward trend, with students meeting or exceeding grade-level standards increasing from 53% in 2018–19 to 67% in 2025–26. Additionally, 51.6% demonstrated high growth, and 30% demonstrated typical growth

in 2025–26. These gains reflect consistent instruction aligned with the Common Core State Standards, supported by i-Ready diagnostics, My Path lesson completion, and SBA intervention block assessments. Teachers use these progress-monitoring tools to adjust instruction and address learning needs.

Washington School Improvement Framework data show growth across all student groups in each of the past five years. For three years, our School Improvement Plan has prioritized closing achievement gaps through multilingual learning strategies and cross-cutting special education strategies across learning spaces. Staff regularly review data to identify disparities and guide support for marginalized student groups.

Progress toward English proficiency increased from 34% in 2021–22 to 57.7% in 2025–26. This improvement suggests that our sustained focus on SIOP strategies, particularly speaking and writing, supports Multilingual Learners' language development. Academic language instruction and classroom "talk moves" provide intentional opportunities for students to practice, apply, and strengthen their language skills.

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 2025–26 Smarter Balanced Assessment results for grades 3–6 reveal achievement gaps in ELA and mathematics. The percentages below represent students demonstrating foundational and consistent grade-level knowledge, respectively.

In ELA, schoolwide results are 68.4% and 47.1%, compared with 61.5% and 30.8% for Black/African American students and 55.9% and 30.9% for Hispanic/Latino students. Multilingual Learners and students receiving special education services show the greatest disparities, with results of 39.1% and 20.3%, and 35.6% and 20%, respectively.

In mathematics, schoolwide results are 74% and 50.8%, compared with 61.5% and 38.5% for Black/African American students and 57.4% and 35.3% for Hispanic/Latino students. Results for Multilingual Learners are 47.8% and 20.3%; results for students receiving special education services are 42.2% and 22.2%.

These findings suggest that current instructional practices are not fully meeting all learners' needs. In response to these and other data, our team has begun studying and implementing Universal Design for Learning (UDL) practices across ELA and mathematics to strengthen access, engagement, and achievement.

WIDA data also reveal uneven progress toward English proficiency. Progress rates are lowest in third grade (23%) and sixth grade (26.3%), compared with kindergarten (78%), fourth grade (85%), and fifth grade (67%). These differences underscore the need for stronger Tier 1 instruction, targeted differentiation, and interventions that provide meaningful opportunities to practice and apply language skills.

Attendance data show that 78.6% of students from low-income households attend at least 90% of the school year, compared with 83.9% schoolwide. We will strengthen family outreach through responsive, two-way communication and coordinated support to identify and address systemic and individual attendance barriers.

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, a principal advisory group, and focus groups that meet 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, parent designees that meet regularly with our Leadership Team, and a Building Team that works 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)

From 2024–2025 to 2026–2027, the percentage of students in grades 3–6 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)

From fall 2026 to spring 2027, the percentage of students in grades 3–6 performing at or above benchmark in ELA will increase from 33% to 60%, 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 use our universal design for learning inclusive strategies, with a specific focus on academic language to ensure grade-level access for all students during core instruction, and

if we further align and coordinate services between special education and general education, we will see growth for all students, but specifically greater growth for our students receiving special education services.

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.

Elevate student reading proficiency across all grade levels by embedding explicit weekly vocabulary and academic language instruction into the core instructional block, ensuring consistent development of comprehension, oral language, content knowledge, word learning, academic discourse, and ownership.

Implementation of Universal Design for Learning Core Principles: Multiple Means of Representation, Expression, and Engagement in learning spaces.

UDL coaching sessions for teachers to calibrate assessments and plan for access and opportunity for all students based on student data.

What will the strategy or strategies look like in action?

Teachers will plan for and apply inclusive practices during literacy instruction. This will include multiple methods to engage, represent, and express the learning targets and skills with a specific focus on academic language.

Team or person responsible

MTSS (Multi-Tiered System of Supports) Team, Instructional Leadership Team, Grade Level Teams, Principal

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?*

Progress monitoring: 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

Data collection will take place from September 2026 to June 2027.

Data will be 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)

From 2024–2025 to 2026–2027, the percentage of students in grades 3–6 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)

From fall 2026 to spring 2027, the percentage of students in grades 3–6 performing at or above benchmark in math will increase from 21% to 60%, 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 use our universal design for learning inclusive strategies, with a specific focus on academic language and fluency to ensure grade-level access for all students during core instruction, and if we further align and coordinate services between special education and general education, we will see growth for all students, but specifically greater growth for our students receiving special education services.

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.

Elevate student math proficiency across all grade levels by embedding high-impact daily routines in grades K–2 and quick practices in grades K–6 from the Math Expressions curriculum into the core instructional block, ensuring consistent development of number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership.

Implementation of Universal Design for Learning Core Principles: Multiple Means of Representation, Expression, and Engagement in learning spaces.

What will the strategy or strategies look like in action?

Teachers will plan for and apply inclusive practices during math instruction. This will include multiple methods to engage, represent, and express the learning targets and skills, with an additional focus on implementing quick practice and daily routines.

Team or person responsible

MTSS Team, Instructional Leadership Team, Grade Level Teams, Principal

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

Data collection will take place from September 2026 to June 2027.

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

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

From 2024-2025 and 2026-2027, the percentage of multilingual students attending 90% of the school year or more will increase from 65% to 83% 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 2026 to spring of 2027, the percentage of multilingual students attending 90% of the school year or more will increase from 79.5% to 83% 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- Maria Garcia
- Leadership Team
- Admin Team

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)

Attendance data review 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 Ali Sigley Sara Kaleo Andrea Albers Danielle Anderson	Principal, Classroom Teachers, SLP, SINC, Paraeducator, and Counselor

Name	Role
Jess Cotton Alecia Aillaud Theresa Bennett Jenna Smith Mercredi Noble Jessica Janicki Ruby White Desiree Stocker	

Links to supporting documents

- Edmonds School District 2021–2026 Strategic Plan
- Mid-year SIP Reflect/Revise_2026-27
- End-of-year SIP Reflect/Revise_2026-27