

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Oak Heights Elementary

Year: 2018-19

School Theory of Action/Target Area

If the administration and staff learn about and implement high level strategies to support all students in the areas of social-emotional, academic, and family engagement, our students will demonstrate growth in academic engagement and achieve at high levels.

Opportunity/Achievement Gap: Our data shows gaps for students in our ELL and Special Education programs. Therefore we will measure the effects of our work with all students as well as these two sub-groups.

- **Measurement/Assessment:** Panorama Assessment, KPI Reading Grades 1 & 2, ELA Grades 3-6, KPI Math Grades 3-6

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students KPI Grade One Reading KPI Grade Two Reading KPI ELA Grades 3-6 KPI Math Grades 3-6 Panorama Assessment	67% 75% 49% 42% Spring 2018 Data: Emotional Regulation 43% Grit 56% Growth Mindset 65% Self-Efficacy 56% Social Awareness 65%	73% 82% 60% 55% (For the Panorama data we're assessing three times this year and are looking for growth in each area for all students.)
Comparison Group A EL Students KPI Grade One Reading KPI Grade Two Reading KPI ELA Grades 3-6 KPI Math Grades 3-6 Panorama Assessment (Spring 18 pilot data)	61% 86% 10% 15% Spring 2018 Data: Emotional Regulation 45% Grit 64% Growth Mindset 64% Self-Efficacy 58% Social Awareness 66%	70% 90% 25% 30% (For the Panorama data we're assessing three times this year and are looking for growth in each area for all students.)
Comparison Group B Sped Students KPI Grade One Reading KPI Grade Two Reading	50% 66%	66% 75%

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KPI ELA Grades 3-6 KPI Math Grades 3-6 Panorama Assessment (Spring 18 pilot data)	9% 6% Spring 2018 Data: Emotional Regulation 34% Grit 47% Growth Mindset 58% Self-Efficacy 45% Social Awareness 52%	25% 25% (For the Panorama data we're assessing three times this year and are looking for growth in each area for all students.)
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Commitment Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Commitment Focus Key Performance Indicators:

- **Percent of Grade One Students Reading at Grade Level in the Spring**
- **Percent of Grade Two Students Reading at Grade Level in the Spring**
- **Percent of elementary School Students Meeting Grade Level Standard in English Language Arts**
- **Percentage of Elementary School Students Meeting Grade Level Standards in Mathematics**

School Vision/Mission:

The Oak Heights staff will promote learning experiences, which will provide students with a foundation for the development of knowledge, skills, and attitudes fundamental to achieving individual success. Students will become responsible, contributing citizens in a rapidly changing and increasingly interdependent world.

School Demographics:

617 Students (October 2018), 32.27% Free & Reduced Lunch, 22% ELL

Parent, Family, and Community Involvement in this Plan:

- **Parent Survey, Spring 2017**

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Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

K Team:

Our team will teach our Second Step curriculum focusing on skills for learning, empathy, emotion management, and problem solving to improve the social/emotional skills of our students.

Measures: Formative - anecdotal notes and observations of students during indoor and outdoor activities. Summative - TS Gold Assessment of social skills and Second Step Assessment of social skills and problem solving.

Grade 1:

The first grade team will fully implement the Second Step Curriculum with our students, engaging in reflection and discussion as a team throughout the year.

Measures: Formative - Observation, looking for use of Second Step vocabulary and strategies that are taught. Summative - Positive change in teacher reported Panorama data from Oct to May, Second Step Student Self Reflection/Evaluation

Grade 2:

Our team will fully implement the Second Step Curriculum with our students, engaging in cycles of inquiry throughout the year.

Measures: Teacher observations to see if students are using the second step tools, Panorama Survey Pre/Post, Observational Notes, Second Step- Summative Knowledge Assessment- Fall and Spring

Grade 3:

The 3rd grade team will continue to implement growth mindset strategies to increase student engagement and engage in cycles of inquiry using growth mindset resources throughout the year.

Measures: Frequent Student self-assessments using growth mindset “steps”, Second Step Curriculum Participation and self-assessment, District pre and post assessments, Anecdotal notes across subjects throughout the year.

Grade 4:

The 4th Grade team will engage in cycles of inquiry using strategies from “Culturally Responsive Teaching and the Brain” by Zaretta Hammond.

Measures: Panorama Survey, Literacy Unit Assessments, Math assessments

Grade 5:

The fifth grade team will apply culturally responsive teaching strategies when planning and delivering instruction throughout the school year.

Measures: Panorama Surveys, Math Assessments

Grade 6:

Our team will study Zaretta Hammond’s “Culturally Responsive Teaching and the Brain” and apply this in our teaching practices throughout the school year.

Measures: Panorama Survey, Observation, looking for use of vocabulary, decrease in “Fixed Mindset” and increase in “Growth Mindset” as shown on surveys, increase in effort on tasks that are difficult, positive reaction to mistakes, and perseverance.

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Student Services Team:

Our Student Services team will engage in a modified cycle of inquiry using strategies from “Culturally Responsive Teaching and the Brain” by Zaretta Hammond.

Title1/LAP Team: Our team will work to support students who are significantly below grade level in reading.

Measures: Formative: teacher observations, self-managed student-graphs/data, progress monitoring data (DIBELS, 95% phonological awareness, Read Naturally placement assessments, Road to Reading decoding assessments, sight word assessments, letter/sounds assessments). Summative: DIBELS Benchmark, Independent Reading Levels, Benchmark Reading Assessments

Specialist Team:

The members of the Specialist Team will undertake a learning process on Culturally Responsive Teaching. We will then apply selected vocabulary and ideas to our classes as appropriate.

Measures: Culturally Responsive Teaching Visual Observation Guide (focus on two sections of the three) Five Key Culturally Responsive Teaching Moves (reflecting and discussion)

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	Bobcat Support Team MTI Team Meetings	Weekly 3x year Monthly
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Enrichment	Click here to enter text.
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Implementation of Second Step Curriculum Grades K-3	Weekly lessons throughout the year
	Implementation of Responsive Classroom Strategies	Daily
	Specific lessons on Bullying in every classroom	Monthly

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this goal.	Book Study “Culturally Responsive Teaching & The Brain”	October-May
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.	Responsive Classroom Institute 95% Phonological Awareness SIOP Training	June/August Summer Varies

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	Enhancing Cultural Competency Institute	Summer
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Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:

Third Grade OSPI Literacy Expectation		
<i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
Intensive Reading and Literacy Improvement Plan	Description of Intervention Practices	Monitoring Schedule
<p>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.</p>	<ul style="list-style-type: none"> ✓ Use of a coach/coaches ✓ Additional learning time within the School Day Before and After School Programs ✓ Family Involvement at School (and outside of school) ✓ Targeted Professional Learning ✓ Professional Learning Communities Tutoring <p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>Specifically identify and describe your building's grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?</p>	<p>MTI Meetings Class Placement Process</p>	<p>Click here to enter text.</p>
<p>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</p>	<p>Focused Learning Nights Family Engagement Liaison activities Title 1 Teacher/Parent Conferences</p>	<p>Click here to enter text.</p>