

**Consolidated School Improvement Plan  
Title I, Part A, Schoolwide and School Improvement**

*This template meets the requirements of Title I, Part A, Schoolwide Programs, WAC 180-16-220, ESSA, and The Office of System and School Improvement.  
All schools are required to have a school improvement plan, but they do not have to use this template.*

*For technical assistance on how to complete this template, please refer to the Consolidated Improvement Plan Implementation Guide.*

**Section 1: Building Data**

<b>1a. Building:</b> Oak Heights Elementary	<b>1g. Grade Span:</b> K-6 <b>School Type:</b> Elementary
<b>1b. Principal:</b> Jessica Asp	<b>1h. Building Enrollment:</b> 616
<b>1c. District:</b> Edmonds	<b>1i. F/R Percentage:</b> 41.88%
<b>1d. Board Approval Date:</b> ESD Board Approval due October 2019	<b>1j. Special Education Percentage:</b> 12.18%
<b>1e. Plan Date:</b> May 2019	<b>1k. English Learner Percentage:</b> 23%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b>  Targeted 3+	

**Section 2: School Leadership Team Members**

**Parent-Community Partners**

Please list by (Name, Title/Role)

Jessica Asp, Principal	
Katie Shook, Assistant Principal	Julie Krusenstjerna, Teacher
Alecia Aillaud, Teacher	Rhodora delaCruz, Teacher
Deanna Silue, Teacher	Jessica Janicki, Teacher
Janice, Paulson, Teacher	Theresa Tonnu, Teacher
Colin Odell, Teacher	Jessica Cotton, Teacher

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### **Section 3: Vision Statement**

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.

### **Section 4: Culture of Equity Description/Statement**

During the 2018-19 school year the teaching staff has engaged in a book study of “Culturally Responsive Teaching & the Brain” by Zaretta Hammond. This book was studied by the Equity Team the previous school year and members of that team are leading book groups. In 2017-18 we studied trauma-informed practices, with a focus on the text “The Heart of Learning: Compassion, Resiliency, and Academic Success” by OSPI and focused on developing skills such as growth mindset and grit in our students. We consider ourselves a “Responsive Classroom” school, using those principles as a foundation. In-building professional development and implementation has occurred over several years and over half of our teachers have received the week-long Responsive Classroom training, as well. We use the Panorama survey data to measure the effects of our work with social-emotional learning over time. We have had an Equity Team for several years. The focus this year has been on the all-staff book study as well as organizing and facilitating the Family Engagements nights that occurred in January and April.

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## Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals. Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6.

*Provide answers to the following questions. For additional questions to guide your thinking, please refer to our [website](#).*

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

The Oak Heights staff 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 is that our EL learners, LatinX students, and low-income students are not performing at rates similar to their peers. We also see opportunity gaps with our students who qualify for special education.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

We engaged in root cause analysis in two areas: EL and Literacy. We identified the following:

- Lack of professional development (EL & Lit)
- Inconsistent practices across the building (Lit)
- Inconsistent use of materials (Lit)
- Need for collaboration (EL & Lit)
- Time (EL & Lit)
- Need for common assessments (Lit)

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

Our student population is diverse in many ways. Oak Heights has had a recent influx of immigrants as well as students who are English learners who have been here over time. Students are also academically diverse.

The first is a 5th grade girl who has attended OH since Kindergarten. She entered speaking only Spanish but is able to communicate verbally in both Spanish and English now. She is enrolled in the ELL program, her most recent ELPA score is "2". She has scored a "1" on her SBA Summative tests in both areas in both 3rd and 4th grade. She comes from a large family and lives with many family members in a mobile home in our attendance area. She is very social and peer relations are very important to her. This student is

one of the students who is counted in all three of the targeted areas of concern; EL, Latinx, and low-income. Data analysis shows that 42% of the students in our EL category are also in the other two categories.

The next student is a 4th grader is a recent immigrant from Iraq, entering the United States two years ago with no formal schooling in his home country. Part of an extended family that has settled in our attendance area this student is acquiring English and is below grade level in all areas. Outside of the classroom this group of students tend to stick together in groups that represent their experience and home culture which limits their socialization and integration into the school community.

Our third student is a 2nd grader who has attended since Kindergarten, their family is involved in school activities and volunteer in the children's classes. He's an active and energetic. This student is on grade level in math and slightly below in reading. There tends to be a trend where students exit Kindergarten on grade level in reading and then fall below over time, which is a challenge for us.

### **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Our school has shared beliefs about the value of our diversity, the development of lifelong learning skills, and fostering students who are Safe, Respectful, Responsible, and Kind. These beliefs we work to infuse throughout the day to day life of the school.

Our building culture and day to day activities support our vision and equity statements to a high degree. Our classrooms use culturally responsive practices daily, incorporating daily Morning Meetings, Responsive Classroom practices, Behavior Support Team, and a proactive systems of support. Teachers use Common Core State Standards to plan instruction and assessment. We use the Multi-Tiered System of Support approach in both areas.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

We have identified the following areas for professional development:

- Strategies to support English Language Learners, including SIOP for all teaching staff.
- Balanced Literacy Practices, including consistent and calibrated assessment for all students.
- Culturally responsive and equitable practices.

Our Theory of Action is:

If we as a school, engage in learning and implementation of high leverage strategies in Literacy, English Language Learning, and Social-Emotional Learning then our students will make progress toward meeting standards in all areas.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

This year all of the teaching staff have engaged in professional development on language acquisition, assessment, and culturally responsive teaching. Some staff members have engaged in professional development on Writing Workshop, SIOP, Responsive Classroom, and equity. The Instructional Leadership Team has studied research related to EL practices, balanced literacy practices, and High Leverage Strategies for instruction.

**Systems of Support**

1. Consider the degree to which your school’s system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school’s system of support and how other areas will be strengthened.

Overall our systems of support are moderately effective. We do have a Problem Solving Team and Behavior Team to meet the needs of students in those areas. We use the Panorama data to plan for support and instruction in the area of social-emotional learning. Our systems of support for literacy is strong in early primary with students receiving services and exiting. It is not strong in the upper grades.

2. How did your school identify these areas of strengths and improvement?

Extensive cycles of inquiry with the data led to our conclusions for systems of support and plans for improvement.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

One example of a school/community partnership is an after school homework club. Our school has a half-time Family Engagement Liaison who is working on building additional connections with our community. As a school we partner with local agencies that support families.

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

This year we have held two Family Engagement Nights to build relationship and seek input. Our Family Engagement Liaison hosts monthly coffee meetings for parents. We have a strong active volunteer base. Our goals include building deeper relationships with our EL families, continue the family nights, and increasing translation services beyond the standard Spanish translation.

**Section 6: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

<input checked="" type="checkbox"/> Washington School Improvement Framework <input checked="" type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input type="checkbox"/> Universal Screening <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Curriculum Based Assessments	<input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA) <input type="checkbox"/> Title III Data <input type="checkbox"/> Special Education Eligibility/Disproportionality Data <input type="checkbox"/> Special Education Placement Data (LRE) <input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
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<ul style="list-style-type: none"> <li><input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)</li> <li><input type="checkbox"/> Credit Attainment</li> <li><input type="checkbox"/> Stick Rate</li> <li><input type="checkbox"/> Student Mobility Data</li> <li><input type="checkbox"/> Discipline Referrals</li> <li><input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)</li> <li><input type="checkbox"/> Restraint and Isolation Data</li> <li><input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)</li> <li><input type="checkbox"/> Healthy Youth Survey</li> <li><input type="checkbox"/> School Climate data</li> <li><input checked="" type="checkbox"/> Perceptual Data: (Local/Organization): Panorama</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)</li> <li><input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)</li> <li><input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)</li> <li><input type="checkbox"/> Extra-curricular activities participation</li> <li><input type="checkbox"/> Fiscal and Financial Data</li> <li><input checked="" type="checkbox"/> (Other) Staff Professional Development Survey</li> <li><input checked="" type="checkbox"/> (Other) District Curriculum Survey</li> <li><input checked="" type="checkbox"/> (Other) Walkthrough Data</li> </ul>
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<b>Section 7: PLAN</b>	
<b>SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS &amp; STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)</b>	
Goal/Priority #1 (G1)	Support EL students by learning about and implementing high leverage instructional practices.
Goal/Priority #2 (G2)	Teachers will learn about and consistently implement structures and practices to support balanced literacy for all students.
Goal/Priority #3 (G3)	Continue to learn and implement strategies to support SEL and equity.

<b>Section 8: DO</b>			
<b>SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)</b>			
<b>8a. Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. Resources</b>
A1) Professional development for all staff in EL/SIOP strategies. Teachers will plan using consistent high-leverage strategies.  Instructional Leadership Team will research and select additional high-leverage strategies for continued implementation.	Initial SIOP training for all staff who have not been trained by Spring 2020 Book Study of “Unlocking English Learners’ Potential” for SIOP trained teachers and ILT by Spring 2020 Teachers will include content and language objectives in lesson plans by December 2019	Instructional Leadership Team/Admin	SIOP Training Professional Development on content and language objectives Time for teams to engage in cycles of inquiry Book Study Text, “Unlocking English Learners’ Potential”
A2) Classroom teachers will learn about the Reading Workshop Model and begin to implement elements into their practice,	Initial training for all classroom teachers in Reading Workshop Model by Spring 2020	Instructional Leadership Team/Admin	Professional Development on Reading Workshop Classroom Library development to support workshop model

Updated March 2019 by Title I, Part A Office and the Office of System and School Improvement at OSPI

prioritizing the newly adopted assessment materials.	Training and implementation of newly adopted assessment materials for reading by Winter 2020		Time for teams to engage in cycles of inquiry Training
A3) Continue staff learning around Social-Emotional Learning and Culturally Responsive Teaching Practices and implementation of systems and strategies.	Finish book study of Culturally Responsive Teaching & the Brain by January 2020 Continued implementation of Second Step curriculum, scaling up to grade 6 Focus Responsive Classroom Morning Meeting practices to integrate SEL practices	Instructional Leadership Team, Equity Team/Admin	Purchase Second Step materials for grades 4-6 Time for task force to develop focused plan for integration of SEL practices into Morning Meeting structures for each grade level Professional Development on SEL, Equity, Trauma Informed Practices for teams

**8e. Budget Table**

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
A1) Materials to support SIOP. Second Step materials grades 4-6, book study materials, literacy intervention materials	igrant	\$5,000.
A2) Professional Development including SIOP, Literacy Assessment practices, and Culturally Responsive practices	igrant	\$15,000.
A3) Release time for staff to engage in cycles of inquiry related to our goals as well as release for the Instructional Leadership Team to analyze whole school data and further plan.	igrant	\$5,000.

**Section 9a: STUDY**

<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i>	(IRR) Independent Reading Levels Benchmark Comprehension Assessments DIBELS Sight Word Assessments Smarter Balanced Assessment/Interims SIOP Reflection Cycle Panorama SWISS Referral Data ELPA21

<b>Section 9b: STUDY</b>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(SY 19-20 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i>	SIOP Reflection Cycle for Teachers Panorama Data Professional Development Survey Walkthrough Data Running Record Data

<b>Section 10: ADJUST</b>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Adjust <i>(SY 19-20 mid-year implementation) What adjustments to your activities are you making after examining the results of your progress monitoring?</i>	Click or tap here to enter text.

**Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)**

Format TBD

**Section 12: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

<ul style="list-style-type: none"> <li><input type="checkbox"/> Washington School Improvement Framework</li> <li><input type="checkbox"/> WaKIDS</li> <li><input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks</li> <li><input type="checkbox"/> Universal Screening</li> <li><input type="checkbox"/> Progress Monitoring Data</li> <li><input type="checkbox"/> Curriculum Based Assessments</li> <li><input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)</li> <li><input type="checkbox"/> Credit Attainment</li> <li><input type="checkbox"/> Stick Rate</li> <li><input type="checkbox"/> Student Mobility Data</li> <li><input type="checkbox"/> Discipline Referrals</li> <li><input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)</li> <li><input type="checkbox"/> Restraint and Isolation Data</li> <li><input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)</li> <li><input type="checkbox"/> Healthy Youth Survey</li> <li><input type="checkbox"/> School Climate data</li> <li><input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> English Language Proficiency Data (i.e. ELPA)</li> <li><input type="checkbox"/> Title III Data</li> <li><input type="checkbox"/> Special Education Eligibility/Disproportionality Data</li> <li><input type="checkbox"/> Special Education Placement Data (LRE)</li> <li><input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)</li> <li><input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)</li> <li><input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)</li> <li><input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)</li> <li><input type="checkbox"/> Extra-curricular activities participation</li> <li><input type="checkbox"/> Fiscal and Financial Data</li> <li><input type="checkbox"/> (Other) Click or tap here to enter text.</li> <li><input type="checkbox"/> (Other) Click or tap here to enter text.</li> <li><input type="checkbox"/> (Other) Click or tap here to enter text.</li> </ul>
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<b>Section 13: PLAN</b>	
<b>SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS &amp; STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)</b>	
Goal/Priority #1 (G1)	Click or tap here to enter text.
Goal/Priority #2 (G2)	Click or tap here to enter text.
Goal/Priority #3 (G3)	Click or tap here to enter text.

<b>Section 14: DO</b>			
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)</b>			
<b>14a. Activity</b>	<b>14b. Timeframe for Implementation</b>	<b>14c. Lead(s)</b>	<b>14d. Resources/Budget</b>
A1)			
A2)			
A3)			

**Section 14e. Budget Table**

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
A1)		
A2)		
A3)		

<b>Section 15a STUDY</b>
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>

<p>Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i></p>	<p>Click or tap here to enter text.</p>
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### Section 15b STUDY

#### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

<p>Study <i>(SY 20-21 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i></p>	<p>Click or tap here to enter text.</p>
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### Section 15c STUDY

#### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

<p>Study <i>("End" of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i></p>	<p>Click or tap here to enter text.</p>
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### Section 16a ADJUST

#### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

<p>Adjust <i>(SY 20-21 mid-year implementation) What adjustments to your activities</i></p>	<p>Click or tap here to enter text.</p>
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<i>are you making after examining the results of your progress monitoring?</i>	
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<b>Section 16b ADJUST</b>	
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<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
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<p>Adjust (“End” of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?</p>	
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## **Section 17: Grade Level/Specialist/Department Goals**

**Grade Level/Department/Team:** Kindergarten

**Goal:** The team will learn and apply content and language objectives in math so that students will increase their operations and algebraic thinking as measured by understanding addition as putting together and subtraction as taking apart.

**We will measure this formatively by:** anecdotal notes, observational checklists, and classroom based assessments.

**We will measure this summatively by:** Expressions quick quizzes and unit tests.

### **Action steps we will take to meet our goal:**

- Engage in a Professional Learning Community (PLC) that collaborates regularly in cycles of inquiry that analyzes student evidence to lead to academic better results.
- In this PLC teachers will collaborate to expand our repertoire of skills, strategies, materials, assessments, and ideas in order to impact student achievement.

**Technology – this is how we will use technology to support meeting our goal:** regular data collection, shared meeting notes documentation, shared PLC documentation guide.

**Grade Level/Department/Team:** First Grade/Title LAP

**Goal:** The team will learn and implement elements of the reading workshop model so that students will increase their reading levels.

**We will measure this formatively by:** anecdotal notes, observational checklists, and classroom based assessments.

**We will measure this summatively by:** Acadience data, Teachers College running records, Benchmark CSAs, and Sight Word Assessments.

### **Action steps we will take to meet our goal:**

- Engage in a Professional Learning Community (PLC) that collaborates regularly in cycles of inquiry that analyzes student evidence to lead to academic better results.
- In this PLC teachers will collaborate to expand our repertoire of skills, strategies, materials, assessments, and ideas in order to impact student achievement.

**Technology — this is how we will use technology to support meeting our goal:** regular data collection, shared meeting notes documentation, shared PLC documentation guide.

**Grade Level/Department/Team:** Second Grade/Title LAP

**Goal:** will learn and apply content and language objectives in the reading workshop so that students will increase their reading comprehension.  
**We will measure this formatively by:** anecdotal notes, observational checklists, and classroom based assessments/rubrics.

**We will measure this summatively by:** Teachers College running records and Benchmark Comprehension assessments. **Action steps we will take to meet our goal:**

- Engage in a Professional Learning Community (PLC) that collaborates regularly in cycles of inquiry that analyzes student evidence to lead to academic better results.
- In this PLC teachers will collaborate to expand our repertoire of skills, strategies, materials, assessments, and ideas in order to impact student achievement.

**Technology — this is how we will use technology to support meeting our goal:** regular data collection, shared meeting notes documentation, shared PLC documentation guide.

**Grade Level/Department/Team:** Third Grade

**Goal:** will learn and apply content and language objectives into Amplify Science classroom instruction so that students will increase in their ability to access the domains of language needed for increasing their language acquisition and content understanding.

**We will measure this formatively by:** anecdotal notes, observational checklists, and classroom based assessments.

**We will measure this summatively by:** Amplify Science assessment system and Student Science Notebooks/Rubrics.

**Action steps we will take to meet our goal:**

- Engage in a Professional Learning Community (PLC) that collaborates regularly in cycles of inquiry that analyzes student evidence to lead to academic better results.
- In this PLC teachers will collaborate to expand our repertoire of skills, strategies, materials, assessments, and ideas in order to impact student achievement.

**Technology — this is how we will use technology to support meeting our goal:** regular data collection, shared meeting notes documentation, shared PLC documentation guide.

**Grade Level/Department/Team:** Fourth Grade

**Goal:** will learn and apply content and language objectives into math instruction so that students will increase in their ability to access the domains of language needed for increasing their language acquisition and content understanding.

**We will measure this formatively by:** anecdotal notes, observational checklists, and classroom based assessments.

**We will measure this summatively by:** Math Expressions quick quizzes and unit assessments and SBA interim assessment blocks.

**Action steps we will take to meet our goal:**

- Engage in a Professional Learning Community (PLC) that collaborates regularly in cycles of inquiry that analyzes student evidence to lead to academic better results.
- In this PLC teachers will collaborate to expand our repertoire of skills, strategies, materials, assessments, and ideas in order to impact student achievement.

**Technology — this is how we will use technology to support meeting our goal:** regular data collection, shared meeting notes documentation, shared PLC documentation guide.

**Grade Level/Department/Team:** Fifth Grade /Learning Support

**Goal:** will learn and apply content and language objectives into math instruction so that students will increase in their ability to access the domains of language needed for increasing their language acquisition and content understanding.

**We will measure this formatively by:** anecdotal notes, observational checklists, and classroom based assessments.

**We will measure this summatively by:** Math Expressions quick quizzes and unit assessments and SBA interim assessment blocks.

**Action steps we will take to meet our goal:**

- Engage in a Professional Learning Community (PLC) that collaborates regularly in cycles of inquiry that analyzes student evidence to lead to academic better results.
- In this PLC teachers will collaborate to expand our repertoire of skills, strategies, materials, assessments, and ideas in order to impact student achievement.

**Technology — this is how we will use technology to support meeting our goal:** regular data collection, shared meeting notes documentation, shared PLC documentation guide.

**Grade Level/Department/Team:** Sixth Grade

**Goal:** will learn and apply content and language objectives into math instruction so that students will increase in their ability to access the domains of language needed for increasing their language acquisition and content understanding.

**We will measure this formatively by:** anecdotal notes, observational checklists, and classroom based assessments.

**We will measure this summatively by:** Math Expressions quick quizzes and unit assessments and SBA interim assessment blocks.

**Action steps we will take to meet our goal:**

- Engage in a Professional Learning Community (PLC) that collaborates regularly in cycles of inquiry that analyzes student evidence to lead to academic better results.
- In this PLC teachers will collaborate to expand our repertoire of skills, strategies, materials, assessments, and ideas in order to impact student achievement.

**Technology — this is how we will use technology to support meeting our goal:** regular data collection, shared meeting notes documentation, shared PLC documentation guide.

**Grade Level/Department/Team:** Specialists/Library/P.E./Music

**Goal:** will learn and apply content and language objectives into specialist areas (library, music, and P.E.) so that students will increase in their ability to access the academic language needed for increasing their content understanding.

**We will measure this formatively by:** anecdotal notes, observational checklists, and classroom based assessments.

**Action steps we will take to meet our goal:**

- Engage in a Professional Learning Community (PLC) that collaborates regularly in cycles of inquiry that analyzes student evidence to lead to academic better results.
- In this PLC teachers will collaborate to expand our repertoire of skills, strategies, materials, assessments, and ideas in order to impact student achievement.

**Technology — this is how we will use technology to support meeting our goal:** regular data collection, shared meeting notes documentation, shared PLC documentation guide.