

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

**School Name:** Oak Heights Elementary

**Year:** 2016-17

**School Theory of Action/Target Area**

If the **administration** teaches, models, and provides time for meaningful cycles of inquiry around student writing, **then teachers** will collaborate, *with a focus on ELL students*, to analyze work, create plans of instruction based on that analysis, instruct, and assess the writing, **then students** will write effectively meeting grade level standards in ELA Writing.

**Whole School Achievement Goal- As a result of this action:**

Compared to 57% of tested students meeting standard on the ELA portion of SBA in Spring of 2016, then 61% of tested students in Spring of 2017 will meet standard on the ELA portion of SBA

**Achievement Gap:**

- **Measurement/Assessment:** SBA ELA Grades 3-6

<i>Student Group</i>	<i>Current % Successful</i>		<i>Goal % Successful</i>	
<b>Comparison Group A</b> Students who are not ELL	Grade 3 73%		Grade 3 80	
	Grade 4 56		Grade 4 80	
	Grade 5 82		Grade 5 61	
	Grade 6 53		Grade 6 90	
<b>Comparison Group B</b> Students who are ELL				
	Grade 3 37%		Grade 3 40	
	Grade 4 0		Grade 4 40	
	Grade 5 22		Grade 5 25	
	Grade 6 9		Grade 6 25	
<b>All Students</b> Click here to enter text.	Grade 3 65%		Grade 3 71	
	Grade 4 45		Grade 4 71	
	Grade 5 75		Grade 5 50	
	Grade 6 48		Grade 6 84	

**Strategic Direction 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-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

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**Specific Strategic Direction Indicators of Focus:**

**Academic Achievement:**

**% of students meeting or exceeding grade level standards in English Language Arts (Smarter Balanced Assessments).**

**School Vision/Mission:**

School 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:**

**616 Students (October 2016), 40% Free & Reduced Lunch, 22% ELL**

**Parent, Family, and Community Involvement in this Plan:**

**The plan will be shared and reviewed by parent stakeholders, Fall 2016.**

**Review and Analysis of Data:**

*Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.*

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> State Assessments     | <input type="checkbox"/> AP/IB/CHS/Tech Prep        | <input type="checkbox"/> Discipline Data                  |
| <input checked="" type="checkbox"/> District Assessments  | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments    | <input type="checkbox"/> Graduation Rate            | <input type="checkbox"/> Student Perceptual Data          |
| <input checked="" type="checkbox"/> Classroom Assessments | <input type="checkbox"/> Attendance Data            | <input type="checkbox"/> Parent Perceptual Data           |
| <input type="checkbox"/> SAT/ACT                          | <input type="checkbox"/> Other:                     |   |

**Summary of strengths or greatest progress based on the data:**

- Staff members grew considerably during the 15-16 school year in their ability to plan and teacher the Units of Study in a Writer’s Workshop model. They continue to need support with the assessment tools and applying those tools to student work.
- All students have grown in their written language skills in the past year, but additional work is necessary for all students to reach the grade level expectations.
- Students enrolled in the ELL program score considerable lower than their non-ELL peers on the ELA [portion of the SBA and in classroom assessments.
- [Click here to enter text.](#)

**Prioritized areas of opportunity or greatest challenge based on the data:**

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- |    |  |
|----|--|
| 1. | ELL student achievement in writing   |
| 2. | Teacher use of assessment tools to score and calibrate work and to use those scores to plan for instruction. |
| 3. | Click here to enter text.  |
| 4. | Click here to enter text.  |

**Third Grade OSPI Literacy Expectation:**

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 65%	If less than 60% of students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. <b>Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></b>
If a plan is required for your building, add in your SBA Claim Report Data (percentages met) below: Reading: Click here to enter text. Writing: Click here to enter text. Listening: Click here to enter text. Research/Inquiry: Click here to enter text.	

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

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**School:** Oak Heights Elementary

**Year:** 2016

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

**Goal:** In the area of Writing, students will progress one level between Oct. 1<sup>st</sup> and April 30<sup>th</sup>.

**We will measure this Formatively by:**

Learning Progression (1-4) and Early Writer Rubric

**We will measure this Summatively by:**

Pre/Post Writing prompts and observations

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

Continue to implement the writing curriculum and support individual students as needed, as well as creating small writing ability groups

**Technology-This is how we will utilize technology to meet our goal:**

We will use starfall to utilize technology, as well as other websites like uptoten.com and abcya.com

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**Continuous Improvement Process**

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**School Name:** Oak Heights

**Year:** 2016-2017

**Grade Level/Department/Team:** First Grade team

**Goal:** The 1<sup>st</sup> grade team will meet multiple times a month beginning in October and continuing through May for strategic collaboration to discuss assessment data, reflect on student growth, progress, and determine next steps to achieve our grade level goal of supporting pre-kindergarten writers in increasing their score by one grade level on the Units of Study Rubric for Writing in each text type: Narrative, Opinion, and Informational. The team will use relevant resources, ie: SIOP strategies and focus on small group and 1:1 conferencing to make progress toward this goal.

**We will measure this Formatively by:**

Student samples, writing conference notes, anecdotal notes, and use the Units of Study grade level rubric

**We will measure this Summatively by:**

Pre and post writing assessments

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

We meet collaboratively meet every two weeks to discuss, analyze, reflect, plan student writing, and discuss strategies to use in small groups

**Technology-This is how we will utilize technology to meet our goal:**

Use appropriate technology programs to support pre-kindergarten writers such as Starfall and Seesaw.

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**School Name:** OHE

**Year:** 2016-2017

**Grade Level/Department/Team:** 2nd

**Goal:** Students will be able to write main idea, supporting details and conclusion, across genre.

**We will measure this Formatively by:**

Weekend News

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**We will measure this Summatively by:**

District rubric and end of unit final sample

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

Team will meet to share student work during collaborative time, plan units of study, and supplement with Step Up To Writing.

**Technology-This is how we will utilize technology to meet our goal:**

Students will have access to technology for publishing purposes.

Click here to enter text.

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**School Name:** Oak Heights

**Year:** 2016-2017

**Grade Level/Department/Team:** 3<sup>rd</sup> Grade Level Team

**Goal:** Students will be able to improve their ability to elaborate in writing.

**We will measure this Formatively by:**

Consistently monitoring in class writing, including, but not limited to, Weekend News and Writer's Notebook Activities.

**We will measure this Summatively by:**

We will score the Writing Pathways "On Demand Performance Assessment Prompt" for each of the writing genres.

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

We will determine our ELL students who are not meeting grade level standard in elaboration by the Writing Pathways grade 3 rubric.

We will collaborate to analyze student work and create plans of instruction based on that analysis.

**Technology-This is how we will utilize technology to meet our goal:**

1. We will have the students type written work on chromebooks
2. Display exemplars of student work on the document camera

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**School Name:** Oak Heights

**Year:** 2016

**Grade Level/Department/Team:** 4<sup>th</sup> grade

**Goal:** From November to May, students will use evidence to support their writing by including reasons, examples and their life experiences as measured by the elaboration section of the Teacher's College opinion and information rubrics and checklists.

**We will measure this Formatively by:**

Assessing daily writing

**We will measure this Summatively by:**

We will use the post unit writing assessment prompt, rubrics and checklist provided by the Teacher's College from the opinion and information units.

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

Collaboratively plan units.

Collaboratively assess pre-assessments to determine trends, address trends through the cycle of inquiry.

Collaboratively assess formative and summative assessments

**Technology-This is how we will utilize technology to meet our goal:**

Dependent on reliable technology.

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**School Name:** Oak Heights Elementary

**Year:** 2016- 2017

**Grade Level/Department/Team:** 5<sup>th</sup>/6<sup>th</sup> Grade

**Goal:** Between September and May, students will increase their ability to use appropriate strategies to elaborate across writing types and purposes.

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**We will measure this Formatively by:**

Fluency writings; Writer's Notebooks; Observation during writing time; Verbal and written daily assignments; Teacher- student or small group conferences;

**We will measure this Summatively by:**

Student End of Unit writing samples (On-demand Prompts, End of Unit Final Drafts, SBA IAB Brief Writes)

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

Emphasize elaboration while implementing units; focus on elaboration during student conferences; explore and apply "conferring and small group lessons" from Writing Units of Study

**Technology-This is how we will utilize technology to meet our goal:**

Students will use computers to type and edit papers; students will use google apps for education; use of video clips to support instruction as appropriate

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**School Name:** Oak Heights Elementary

**Year:** 2016-2017

**Grade Level/Department/Team:** Specialists

**Student Learning Goal:** The specialist team will support writing instruction by using common academic language to around elaboration.

**We will measure this Formatively by:**

Specialists will use on-going self-reflection to assess use of common language.

**We will measure this Summatively by:**

Specialists will complete a self-reflection in May, to assess use of common language.

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

1. Create a list of specific terms.

Elaborate, explain, detail, describe, reason, support, convince, example, evidence

2. Use common language in classroom discussions, questioning, and guiding student discourse.

3. Create an ELABORATION poster with key terms to help guide teacher and student discussion

**Technology-This is how we will utilize technology to meet our goal:**

Because our goal is about imbedding language usage, technology plays a minimal role in achieving our goal.

**School Name:** Oak Heights **Year:** 2016-17

**Grade Level/Department/Team:** Student Services

**Student Learning Goal:** ELLs receiving Learning Support and ELL interventions will improve their writing skills by 1) making behavioral choices that enable them to participate in writing activities (SPED-Debbie), 2) increasing their automaticity in decoding and encoding abilities to enable students to concentrate on more complex writing concepts and strategies (LAP-Mercredi), 3) constructing written text that states a main idea or claim with details or evidence (ELL-Carol), and (4) utilizing word processing and leveled-texts to support inclusion in gen ed writing curriculum (SPED-Sharon).

**We will measure this Formatively by:**

- 1) On task behavior in class/groups, participation in literacy activities and discussions
- 2) Observations during small group, daily work, and participation, DIBELS progress monitoring
- 3) Using guiding questions in pre-writing stage; rubric/checklist for writing in progress
- 4) Performance on standardized testing/final unit products

**We will measure this Summatively by:**

- 1) On task behavior in class/groups, participation in literacy activities and discussions
- 2) DIBELS benchmark assessment, Road to Reading Diagnostic Assessments
- 3) Pre- and post- writing from prompts

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

- 1) Small group instruction in literacy and social/behavioral skills, positive reinforcement strategies
- 2) Determine students on caseloads who are ELL; determine students' BOY levels; small group instruction; track progress (formative assessments); adjust teaching as needed; determine growth (summative assessments)
- 3) Identify ELLs and levels; Look up writing scores on HOMEROOM database; use guiding questions and rubrics for writing assignments and prompts for formal assessments that are appropriate for ELL levels.
- 4) Collaborate with grade-level teachers to insure alignment of writing goals.

**Technology-This is how we will utilize technology to meet our goal:**

- Allow students to type written work on the chromebooks/Microsoft Word
- Use of cowriter (word prediction software) and speech to text if appropriate
- Videos to assist with comprehension of tasks

**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>
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 School Improvement Planning Process  
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<p><b>As part of progress monitoring, what are you doing to help students who are still struggling?</b></p>	<p>Teachers are engaging in cycles of inquiry, focused on student writing with a specific lens of ELL students. Their action plans include incorporation of SIOP strategies and working with our ELL teacher in an advisory/coaching manner as well as individual research. Using Writer’s Workshop model, teachers are able to customize instruction to meet the individual needs of their students.</p>	<p>Collaborative Time, Building Time</p>	
<p><b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b></p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="659 667 1211 951"> <p>Teachers are engaging in cycles of inquiry, focused on student writing. Using Writer’s Workshop model, teachers are able to customize instruction to meet the individual needs of their students.</p> <p>Data Collection monthly.</p> </td> </tr> </table>	<p>Teachers are engaging in cycles of inquiry, focused on student writing. Using Writer’s Workshop model, teachers are able to customize instruction to meet the individual needs of their students.</p> <p>Data Collection monthly.</p>	<p>Click here to enter text.</p>
<p>Teachers are engaging in cycles of inquiry, focused on student writing. Using Writer’s Workshop model, teachers are able to customize instruction to meet the individual needs of their students.</p> <p>Data Collection monthly.</p>			
<p><b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b></p>	<p>Implementation of Responsive Classroom principles, Targeted Anti-bullying lessons, Diversity Club for students, and ongoing support of students and their families.</p>	<p>Click here to enter text.</p>	

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p><b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b></p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p><b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</b></p>	<p>Coaching opportunities with our ELL teacher</p>	<p>Click here to enter text.</p>

<i>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Monitoring Schedule</i>
<p><b>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement.</b></p> <p><b>Specifically identify and describe your building’s grade to grade transition plan. How is student learning information shared and how are intervention plans</b></p>	<p>Intervention Block, Grade 2            Title 1 &amp; LAP groups            Small Group Instruction            Targeted interventions</p>	<p>Click here to enter text.</p>

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School Improvement Planning Process  
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<b>from year to year continued/modified/expanded/ discarded?</b>		
<b>Describe your <i>Targeted Family Engagement Plan</i> that ensures two way communication between home and school regarding individual student progress.</b>	October 2016 – Family Engagement Liason hired and beginning to build and plan targeted activities and events.	<a href="#">Click here to enter text.</a>