

**Seven Oaks Elementary School**  
**2022-2023 School Improvement Plan**  
**Board Presentation**  
**Principal-Issa El Hayek, 2 yr.**  
**Assistant Principal-Emily Aufort, 1 yr.**

**Enrollment** - 564  
**Free/Reduced Lunch** – 33.9%  
**ELL** – 7.1%  
**BIPOC** – 42.0%  
**Special Education** – 16.8%  
*Data from the WA State Report Card 2021-22*

**Strategic Plan Goal:** Goal 4: Continuous Growth - All Students, All Subjects  
*Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.*  
**Outcome:** c. Increased growth rate for students experiencing personal and/or systemic barriers to achievement opportunity.

**ACADEMIC GAP GOAL:** Low-income students scoring below the 50th percentile will increase their correct words per minute by 15% on the Easy CBM passage reading fluency or word reading fluency from Fall 2022 to Spring 2023.

**SCHOOL ACTIONS:**

- First and Second grade teachers will continue to participate in the second year MTSS-R model to ensure instruction and data collection are aligned and growth is monitored.
- Continue to use building data team meetings to monitor progress and modify Tier 1 & Tier 2 interventions as needed. Exit students meeting indicators of progress from Tier 2 intervention to redirect resources and focus more intently on students not making adequate progress.
- All K-2 teachers will continue daily 30-minute Foundational Skills Routines as prescribed by the district to ALL STUDENTS.
- Continue implementation with fidelity foundational skills routines in intervention programs K-2. Provide in class modeling of 30 minutes Foundational Skills Routines by district coaches for K-2 teachers whose students have not shown adequate growth in passage reading fluency.
- Intervention and Grade Level Teams will meet every 6 weeks to review student progress on foundational skills (fluency is the targeted foundational skill in grade 3-5).
- Continue to increase after school and in school professional development opportunities from district coaches and school principal and assistant principal on effective instruction and intervention strategies for targeted students.
- Use the PLC process and grade level team meetings to implement teacher clarity by posting student-friendly learning targets where students monitor their own progress using success criteria, and intentional feedback.
- Use the PLC and MTSS process to analyze and monitor data to ensure implemented strategies are effective.

**Strategic Plan Goal:** Goal 2: Responsible, Resilient, Empowered Learners  
*Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.*  
**Outcome:** a. Increased percentage of students meeting social, emotional, and behavioral expectations.

**BEHAVIOR GAP GOAL:** Increase the use of restorative practices to decrease the gap between the percentage of enrolled Black/African American and Pacific Islander/Native Hawaiian students and the percentage of total referrals reduced by 7%.

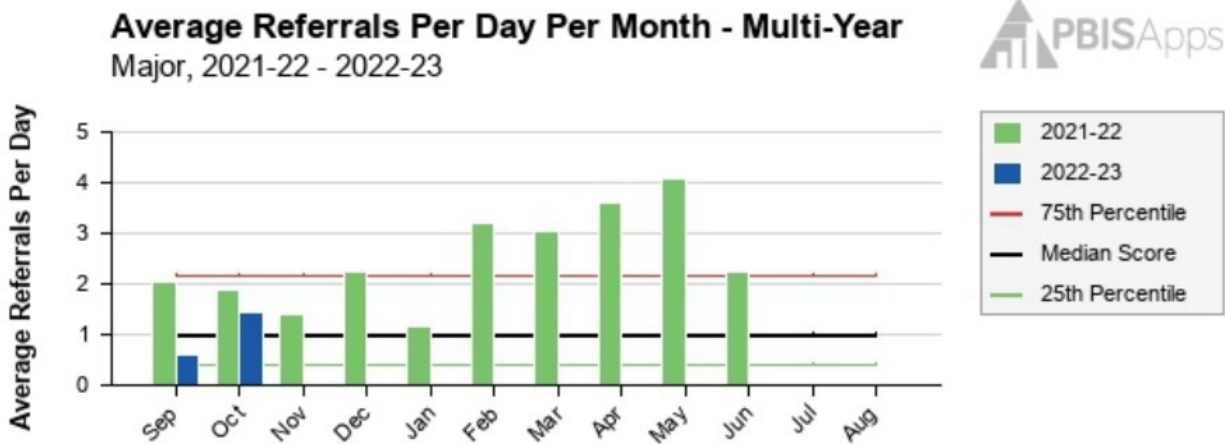
**SCHOOL ACTIONS:**

- Parent engagement meetings with all parents and classroom teachers in first five days of school.
- Implement Restorative practice strategies at the classroom and building level to enrich relationships while problem solving behavior.
- Continue implementation of Universal Design elements to positively engage learners in lessons.
- Continue to work on building capacity for equity through the mini lessons offered by the district.
- Consistent, Second Steps instruction and daily morning meetings.
- Tiered approach to behavior includes an added emphasis on contact, connectivity, relationships, and participation.
- Continued Restorative Practices training for teachers and paraeducators to ensure members are versed in RP.
- Continue Restorative Practices strategies at classroom and building levels, enrich relationships, problem solve behavior.
- Begin implementation of Universal Design elements to positively engage learners in lessons.
- Continue work on building capacity for equity via the staff and students through the mini lessons offered by the district.
- All teachers will continue consistent, Second Steps instruction and daily morning meetings.
- Continue Tiered approach to behavior with added emphasis on contact, connectivity, relationships, and participation.

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easyCBM Data Fall 2022-2023									
Reading		Low	Some	High	Math		Low	Some	High
K		87%	13%	0%	K		87%	13%	0%
1		73%	20%	8%	1		85%	9%	6%
2		56%	13%	31%	2		74%	13%	13%
3		77%	20%	2%	3		73%	23%	5%
4		75%	20%	6%	4		75%	11%	14%
5		81%	16%	3%	5		84%	9%	7%
<b>Grand Total</b>		<b>75%</b>	<b>17%</b>	<b>8%</b>	<b>Grand Total</b>		<b>79%</b>	<b>13%</b>	<b>8%</b>



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State Testing

