
Columbia Elementary School



School Improvement Plan 2019-2020



Data Sources Analyzed

- WaKIDS (kindergarten readiness)
- Fall iReady Reading and Mathematics
- Fall Acadience data
- SWIS Behavior Data
- Spring 2019 Smarter Balanced Assessment Scores
- Attendance Information
- Demographic Data

Data Review Process: Data Carousel

- Whole staff review of all available school data
 - ❖ Phase 1: Small groups rotate between multiple data stations and record observations without inferences
 - ❖ Phase 2: Groups rotate again and highlight most critical elements that impact district goals.





Building Leadership Team

Analyze whole staff observations for themes
and commonalities

- **Previous building priorities improved**
Phonological awareness and high frequency words much better than previous years; Behavior and attendance greatly improved
- **Third grade reading impacted by vocabulary weakness**
Vocabulary is key to comprehension
- **Fourth grade mathematics low overall**
Foundational skills need addressed

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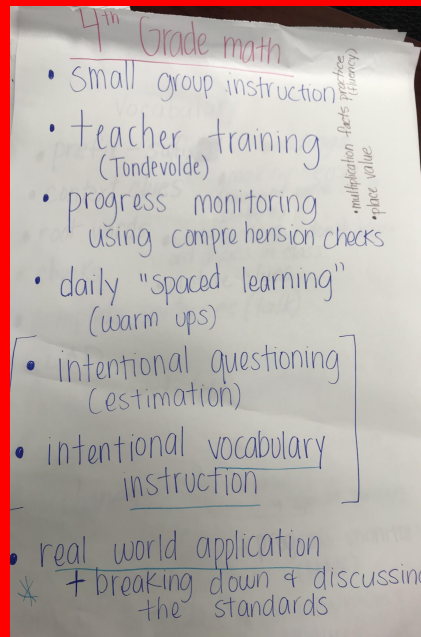
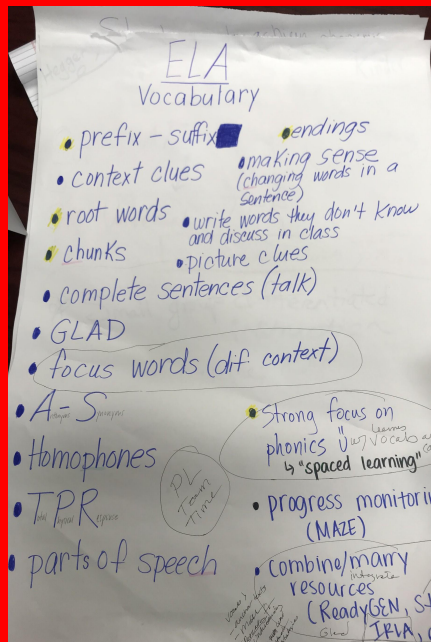
Instructional staff strategy brainstorming session: What works and what haven't we tried?



Best Practices and Resources

What does research
tell us and what is
needed to make
implementing key
strategies possible?

Consider all possibilities:



Strategies

- ❖ All voices equally valued and represented
- ❖ Ideas presented without concern for resource barriers
- ❖ Grounded in success and research



Key Considerations:

- ❖ Equity Lens
- ❖ Maintain focus in areas of success
- ❖ Prepare for transition to middle school
- ❖ Bridge school readiness gaps early and aggressively
- ❖ Entire staff effort toward building goals: *We all support all students*



Growth vs Proficiency

Goals developed with intentional focus on growth or proficiency

→ Growth

Students must make more than one year of growth to close achievement and opportunity gaps. One year of growth is the minimum desired result regardless of proficiency.

→ Proficiency

Learners performing at grade level are considered proficient.

Kindergarten

- ❖ 31.7% of Woodland Primary students entered kindergarten ready for school in 2018-19 (WaKIDS).
- ❖ Phonological awareness is foundational for learning to read.
- ❖ This area of focus has improved greatly as a result of significant effort. A yearly priority must remain 100% proficiency for all kindergarteners.



Kindergarten Readiness





Vocabulary is a key gateway to comprehension

One Year of Growth

Students achieving at least one year of growth in vocabulary in 3rd grade will support improvement in reading comprehension.



Fourth Grade

Mathematics proficiency is low in all areas assessed by iReady (numbers and operations, algebra and algebraic thinking, measurement and data, and geometry).

- **Numbers and operations is foundational for all areas of mathematics**
- **Students achieving at least one year of growth in numbers and operations will have the foundation to continue growing in mathematical proficiency.**

Timeline

**September-
October 2019**

Data review and staff
input

November 2019

Goals presented for
approval

2019

2020

February 2020

Review of progress and
strategy refinements

June 2020

Data analysis and goal
review

Concrete and Focused Goals:

All kindergarten students will achieve proficiency in phonological awareness by June 10, 2020 as measured by Heggerty end-of-year assessment.

All third grade students will achieve at least one year of growth in vocabulary as measured by end-of-year iReady scale score.

All fourth grade students will achieve at least one year of growth in numbers and operations as measured by end-of-year iReady scale score.



Comments and Questions:

Thank you for your support!

