

COLUMBIA ELEMENTARY SCHOOL



School Improvement Plan

2022-2023

Woodland Public Schools

Preparing all students for Career, Life & College

Woodland Public Schools, in partnership with families and the community, will create a PreK-12 system that serves and supports ALL children-and ensures that EACH child has FULL access to, is engaged in, and obtains an excellent education that prepares them for responsible citizenship and a future of adaptability and success in life and their chosen endeavors.

ALL Woodland Students Ready for Career and Life and College

All Graduates Ready for CAREERS	All Graduates Ready for LIFE	All Graduates Ready for COLLEGE	
		College Ready (2-year and Tech College Ready)	4-Year College Ready (Washington Public Universities)
<i>Equipping Woodland students to enter into a highly complex, diverse and evolving workforce</i>	<i>Empowering Woodland students with the knowledge, soft-skills, dispositions, and experiences to tackle and achieve their goals</i>	<i>Ensuring that Woodland students will possess the skills and dispositions to explore post-high school graduation education and internships including academic, technical, and/or experiential opportunities for professional development</i>	
<p>Woodland students will be considered “Career Ready” when they have:</p> <ul style="list-style-type: none"> ● Identified a career pathway AND meet two or more of the indicators below: ● 90% Attendance ● Two or more organized Extracurricular and/or Co-Curricular activities ● Workplace Learning Experience ● Industry Credential ● Dual Credit Career Pathway Course ● Students entering the military or trade apprenticeships meet minimum scores on entry tests (ASVAB or Trade Test) 	<p>Woodland students will be considered “Life Ready” when they:</p> <ul style="list-style-type: none"> ● Earn a <u>high school diploma</u>. ● <u>Complete 25 hours of community service</u>, AND ● Demonstrate knowledge of: <ul style="list-style-type: none"> ● American Government ● Financial Literacy ● Digital citizenship and technology literacy ● Healthy living <p><i>(Measurement of knowledge to be determined)</i></p>	<p>Woodland students will be considered “College Ready” when they meet Option One or Option Two below:</p> <p>Option One: Earn a Grade Point Average of 2.8 out of 4.0 and one or more of the following academic indicators:</p> <ul style="list-style-type: none"> ● Advanced Placement Exam (3+) ● Advanced Placement Course (A, B or C) ● Dual Credit College English and/or Math (A, B or C) ● Algebra II <i>Advanced Algebra</i> (A, B or C) <p>Option Two: Earn a Grade Point Average of 2.8 out of 4.0 and Meet Standardized Testing Benchmarks below (minimum score)</p> <ul style="list-style-type: none"> ● SAT Exam: Math (530) Reading and Writing (480) ● ACT Exam: English (18) Reading (22) Science (23) Math (22) ● College Readiness Placement Assessment (i.e. Accuplacer) 	<p>Woodland students will be considered “4-year college ready” if they:</p> <p>Earn a Grade Point Average of 3.2 out of 4.0 or higher and all of the following Academic and Testing Benchmarks below:</p> <ul style="list-style-type: none"> ● Earn One Credit in Quantitative Mathematics in Senior Year, Algebra II or <u>above</u>. (A or B) ● Earn One Credit in AP or College level Science in Senior Year. (A or B) ● 2 credits of World Language or American Sign Language ● 2 credits of visual, fine or performing arts -or- 1 Arts and 1 Academic elective credit ● SAT Score 1100 (combined) or ACT Score 23 (Composite)
<p>Though not clearly and easily measured, the following skills and dispositions are identified as key to success in life and career.</p> <p>Skills: Life Ready Skills (NSBA)</p> <ul style="list-style-type: none"> ● Dependability and Reliability ● Adaptability & Trainability ● Critical Thinking ● Decision Making ● Customer Focus ● Teamwork <p>Dispositions/Personal Skills</p> <ul style="list-style-type: none"> ● Self-awareness ● Self-management ● Growth-Mindset ● Grit ● Relationship Skill 		<p>Additional Factors that Contribute to College Success</p> <ul style="list-style-type: none"> ● Earning As, Bs, Cs in High School Courses; ● FAFSA Completion; ● Enrollment in career pathway course sequence; 	<ul style="list-style-type: none"> ● Participation in College Bound Bridge Programs; ● Senior year math class; ● Completion of a math class after Algebra ● College Academic Advising; ●

WOODLAND SCHOOL DISTRICT BOARD GOALS

All Graduates Ready for CAREERS	All Graduates Ready for LIFE	All Graduates Ready for COLLEGE	
		College Ready (2-year and Tech College Ready)	4-Year College Ready (Washington Public Universities)

<p>Dual Credit Participation: By 2027 all (100%) Woodland graduates will complete at least one dual credit course.</p> <p>Proposed NEW Goal: Dual Credit Participation: By 2025 all (100%¹) Woodland graduates will complete at least TWO dual credit courses. (10 college credits) or 2 AP courses.</p> <p>School Attendance: Secondary (5-12) By 2025 the rate of chronic absenteeism, defined as missing more than 18 or 10% of school days, will be no greater than 10%.</p> <p>Proposed Goal: School Engagement: Elementary (P-4) Based on referral data tier 2 interventions will decrease disruptive behaviors and increase classroom engagement/attendance from Fall 2022-Spring 2023.</p>	<p>Graduation Rate: By 2021 the overall district four-year graduation rate will be at or above 85% (Goal met).</p> <p>By 2027 the overall district four-year graduation rate will be at or above 90%.</p> <p>By 2022 the overall district five-year graduation rate will be at or above 90%.</p> <p>By 2027 the overall district extended (5-7 year) graduation rate will be at or above 95%.</p> <p>Proposed Goal: Parent Engagement: Achieve high levels of parent engagement to create more effective partners as evidenced by volunteerism, two-way communication, conference attendance, PTO/PTSA involvement and event participation.</p>	<p>Ninth Grade Success: The course-taking success rate for high school first-year freshmen will improve year-over-year.</p> <p>By 2027 High School first-year freshman course-taking success will be at or above 90%.</p> <p>Student Growth on Mandated Assessments: Student growth percentiles in ELA and Math will exceed 50 in each grade level.</p> <p>Student Proficiency on Mandated Assessments:</p> <ul style="list-style-type: none"> ● By 2022 80% of students will meet standard on mandated measures in Mathematics and English Language Arts at all grade levels. Student Performance will improve year-over-year and will exceed that of demographically similar school districts. <ul style="list-style-type: none"> ○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students. ● By 2027 90% of students will meet standard on mandated measures in Mathematics and English Language Arts at all grade levels. (grades 3-8,10) <ul style="list-style-type: none"> ○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students. ● By 2027 ninety percent (90%) of English Language Learners (ELs) will make annual progress, such that all EL students are expected to transition from services within at most six years. <p>Proposed NEW Goal:</p> <ul style="list-style-type: none"> ● By 2023 student success in Mathematics as measured on the SBAC assessment will return to pre-pandemic levels <ul style="list-style-type: none"> ○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students. ● By 2023, student success in English Language Arts as measured on the SBAC assessment will return to pre-pandemic levels
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¹ Exclusive of students with significant cognitive disabilities

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| | | <ul style="list-style-type: none">○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students.● By 2025 70% of students will meet standards on mandated measures in Mathematics and 80% of students will meet standards on mandated measures in English Language Arts.<ul style="list-style-type: none">○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students.● By 2027 ninety percent (90%) of English Language Learners (ELs) will make annual progress, such that all EL students are expected to transition from services within at most six years. |
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**The ESSA subgroups are: American Indian/Alaskan Native, Asian, Black/African American, English Learners, Hispanic/Latino, Low Income, Native Hawaiian/Pacific Islander, Special Education, Two or More Races, and White*

**COLUMBIA ELEMENTARY SCHOOL
2022-2023 SCHOOL IMPROVEMENT GOALS**

All Graduates Ready for CAREERS	All Graduates Ready for LIFE	All Graduates Ready for COLLEGE
		College Ready (2-year and Tech College Ready) (4-Year College Ready) (Washington Public Universities)
Decrease requests for tier 2 and tier 3 behavior support.	Achieve high levels of parent engagement as evidenced by volunteerism, two-way communication, conference attendance, PTO involvement and event participation.	<p>By June 2023, students reaching proficiency in reading will increase from 53% to 68% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p> <p>By June 2023, students reaching proficiency in reading will increase from 7% to 30% as measured by the Lectura Assessment</p>

“The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.

At a minimum, the annual approval shall require each school to have a school improvement plan that is data-driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.”

What data did you use to determine your goal?

Columbia Elementary School staff examined the following when determining our goals:

- DIBELS Reading Data
- Lectura Data
- SWIS Referral Data
- TalkingPoints Communication Log

CES Goal 1: By June 2023, students reaching proficiency in reading in English will increase from 53% to 68% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

<p>Strategy/Activity Specific and Measurable Adult Activity What evidence-based strategy/activity will be implemented?</p>	<p>Evidence of Implementation on Monitoring Is what you said you would do being done? What evidence do you have?</p>	<p>Evidence of Impact Evaluation What evidence do you have that the change you wanted has occurred?</p>	<p>Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?</p>	<p>Start Date What is the projected start date?</p>	<p>End Date What is the projected end date?</p>	<p>Estimated Costs What are the anticipated costs?</p>	<p>Fund Source What sources of funding will be used for the activity (more than one source may be listed)?</p>
<p>CKLA unit assessments will track program progress</p>	<p>CKLA assessments</p>	<p>CKLA data</p>	<p>Teachers and principal</p>	<p>Sept. 12, 2022</p>	<p>June, 2023</p>	<p>None</p>	<p>None</p>
<p>Additional small group instruction with the CKLA skills component for students needing extra time.</p>	<p>DIBELS progress monitoring</p>	<p>DIBELS data</p>	<p>Teachers and principal</p>	<p>Oct. 3, 2022</p>	<p>June, 2023</p>	<p>None</p>	<p>None</p>
<p>CKLA implementation interwoven with LETRS strategies.</p>	<p>Observations</p>	<p>Student Engagement</p>	<p>Principal and Instructional Coach</p>	<p>Oct. 3, 2022</p>	<p>June, 2023</p>	<p>None</p>	<p>None</p>

CES Goal 2: By June 2023, students reaching proficiency in reading in Spanish will increase from 7% to 30% as measured by the Lectura Assessment.

<p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> What evidence-based strategy/activity will be implemented?</p>	<p>Evidence of Implementation <i>on Monitoring</i> Is what you said you would do being done? What evidence do you have?</p>	<p>Evidence of Impact Evaluation What evidence do you have that the change you wanted has occurred?</p>	<p>Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?</p>	<p>Start Date What is the projected start date?</p>	<p>End Date What is the projected end date?</p>	<p>Estimated Costs What are the anticipated costs?</p>	<p>Fund Source What sources of funding will be used for the activity (more than one source may be listed)?</p>
<p>Estrellita and Esperanza unit assessments will track program progress</p>	<p>Estrellita, Esperanza assessments</p>	<p>Estrellita and ARC data</p>	<p>Teachers and principal</p>	<p>Sept. 12, 2022</p>	<p>June, 2023</p>	<p>None</p>	<p>None</p>
<p>Additional small group instruction with El camino/El proximo for students needing extra support.</p>	<p>Lectura progress monitoring</p>	<p>Lectura data</p>	<p>Teachers and principal</p>	<p>Oct. 3, 2022</p>	<p>June, 2023</p>	<p>None</p>	<p>None</p>
<p>Estrellita and Esperanza weaved with LETRS strategies.</p>	<p>Observations</p>	<p>Student Engagement</p>	<p>Principal</p>	<p>Oct. 3, 2022</p>	<p>June, 2023</p>	<p>None</p>	<p>None</p>

CES Goal 3: Tier 2 interventions will decrease disruptive behaviors and increase classroom engagement/attendance from Fall 2022 - Spring 2023.

<p>Strategy/Activity Specific and Measurable Adult Activity What evidence-based strategy/activity will be implemented?</p>	<p>Evidence of Implementation Monitoring Is what you said you would do being done? What evidence do you have?</p>	<p>Evidence of Impact Evaluation What evidence do you have that the change you wanted has occurred?</p>	<p>Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?</p>	<p>Start Date What is the projected start date?</p>	<p>End Date What is the projected end date?</p>	<p>Estimated Costs What are the anticipated costs?</p>	<p>Fund Source What sources of funding will be used for the activity (more than one source may be listed)?</p>
School-wide PBIS expectations consistently communicated to students.	Observations	Student behavioral referrals	Principal/ Dean/ Teachers	Oct. 3, 2022	June, 2023	None	None
School-wide Positive Incentive program	Observations	Student behavioral referrals/Eagle Pride Ticket count	Principal/ Dean/ Teachers	Oct. 3, 2022	June, 2023	None	None
Check in /Check out system implemented for students needing additional support.	Observations	Student behavioral referrals	Principal/ Dean/ Teachers	Oct. 3, 2022	June, 2023	None	None
Behavior plans with positive incentives for growth.	Observations	Student behavioral referrals	Principal/ Dean/ Teachers	Oct. 3, 2022	June 2023	None	None
Continual parent communication of both preferred and disruptive behaviors.	Observations/ parent/community relations	Student behavioral referrals	Principal/ Dean/ Teachers	Oct. 3, 2022	June, 2023	None	None

CES GOAL 4: Achieve high levels of parent engagement as evidenced by volunteerism, two-way communication, conference attendance, PTSA involvement and event participation.

<p>Strategy/Activity Specific and Measurable Adult Activity What evidence-based strategy/activity will be implemented?</p>	<p>Evidence of Implementation on Monitoring Is what you said you would do being done? What evidence do you have?</p>	<p>Evidence of Impact Evaluation What evidence do you have that the change you wanted has occurred?</p>	<p>Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?</p>	<p>Start Date What is the projected start date?</p>	<p>End Date What is the projected end date?</p>	<p>Estimated Costs What are the anticipated costs?</p>	<p>Fund Source What sources of funding will be used for the activity (more than one source may be listed)?</p>
Track volunteerism.	Tracking sheets	Data	Principal/ Teachers/ PTSA	Oct. 3, 2022	June, 2023	Tracking sheets	None
Utilize TalkingPoints at the school and classroom level as a two-way communication tool.	Tracking the use of Talking Points	Parent Survey	Principal/ Teachers	Oct. 3, 2022	June, 2023	Tracking the use of Talking Points	None
Track PTSA event participation.	Tracking Sheets	Data	Principal/ Teachers/ PTSA	Oct. 3, 2022	June, 2023	Tracking Sheets	None
Utilize TalkingPoints to attract parent involvement in PTSA	Tracking the use of Talking Points	Data	Principal/ Teachers/ PTSA	Oct. 3, 2022	June, 2023	Tracking the use of Talking Points	None
Track Conference Attendance.	Attendance Sign in sheets	Data	Principal/ Teachers	Oct. 3, 2022	June, 2023	Attendance Sign in sheets	None

How does the use of technology have a positive impact on student learning in your school?

Students have regular technology classes that address digital citizenship, typing skills, and production software. Test taking skills using technology are taught and practiced throughout the year. Students have access to chromebooks in their classrooms as well as a computer lab where they receive direct instruction. The use of technology allows students to practice reading and math skills through curriculum intervention programs at their level.

How does parent, family, and community involvement impact student learning in your school?

Families are included in their student's school day through consistent communication using Talking Points, monthly school newsletters, coffee and conversations with the principal, and our monthly PBIS awards assemblies. Families have the opportunity to meet with teachers to discuss their child's progress at fall and spring conferences. Our Open House event in the fall provides parents with curriculum information and specific information on special programs.