YALE 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)
Equipping Woodland students to enter into a highly complex, diverse and evolving workforce	*Empowering Woodland students with the knowledge, soft-skills, dispositions, and experiences to tackle and achieve their goals*	*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*	
Woodland students will be considered "Career Ready" when they have: ● **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)	**Woodland students will be considered "Life Ready" when they:** ● **Earn a high school diploma,** ● **Complete 25 hours of community service, AND** ● **Demonstrate knowledge of:** ● American Government ● Financial Literacy ● Digital citizenship and technology literacy ● Healthy living *(Measurement of knowledge to be determined)*	**Woodland students will be considered "College Ready" when they meet Option One or Option Two below:** **Option One:** Earn a Grade Point Average of 2.8 out of 4.0 and one or more of the following academic indicators: ● Advanced Placement Exam (3+) ● Advanced Placement Course (A, B or C) ● Dual Credit College English and/or Math (A, B or C) ● Algebra II *Advanced Algebra* (A, B or C)	**Woodland students will be considered "4-year college ready" if they:** Earn a Grade Point Average of 3.2 out of 4.0 or higher and all of the following Academic and Testing Benchmarks below: ● Earn One Credit in Quantitative Mathematics in Senior Year, Algebra II or above. (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)
Though not clearly and easily measured, the following skills and dispositions are identified as key to success in life and career. **Skills: Life Ready Skills (NSBA)** ● Dependability and Reliability ● Adaptability & Trainability ● Critical Thinking ● Decision Making ● Customer Focus ● Teamwork	**Dispositions/Personal Skills** ● Self-awareness ● Self-management ● Growth-Mindset ● Grit ● Relationship Skill	**Option Two:** Earn a Grade Point Average of 2.8 out of 4.0 and Meet Standardized Testing Benchmarks below (minimum score) ● 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)	
		Additional Factors that Contribute to College Success ● Earning As, Bs, Cs in High School Courses;	● Participation in College Bound Bridge Programs; ● Senior year math class; ● Completion of a math class after Algebra

	● FAFSA Completion; ● Enrollment in career pathway course sequence;	● 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)

Dual Credit Participation:
By 2027 all (100%) Woodland graduates will complete at least one dual credit course.
 	
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.*
 	
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%.
 	
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.
	Graduation Rate:
	By 2021 the overall district four-year graduation rate will be at or above 85% **(Goal met).**
	
	By 2027 the overall district four-year graduation rate will be at or above 90%.
	
	By 2022 the overall district five-year graduation rate will be at or above 90%.
	
	By 2027 the overall district extended (5-7 year) graduation rate will be at or above 95%.
	
	Proposed Goal:
	Parent Engagement:
	Achieve high levels of parent engagement to create more effective partners as evidenced by volunteerism, two-way communication,
		Ninth Grade Success:
		The course-taking success rate for high school first-year freshmen will improve year-over-year.
		
		By 2027 High School first-year freshman course-taking success will be at or above 90%.
		
		Student Growth on Mandated Assessments:
		Student growth percentiles in ELA and Math will exceed 50 in each grade level.
		
		Student Proficiency on Mandated Assessments:
		● 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.
		   ○ 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)
		   ○ 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.
		Proposed NEW Goal:
		
		● By 2023 student success in Mathematics as measured on the SBAC assessment will return to pre-pandemic levels

[1] *Exclusive of students with significant cognitive disabilities*

	conference attendance, PTO/PTSA involvement and event participation.	○ 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
		
		    ○ 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.
		
		    ○ 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.
		
		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

YALE 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)
Based on referral data tier 2 interventions will decrease disruptive behaviors from Fall 2022-Spring 2023.	Achieve high levels of parent engagement as evidenced by volunteerism, two-way communication, conference attendance, PTO involvement and event participation.	By June 2023, students reaching proficiency in reading will increase from 58% to 75% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) By June 2023, students reaching proficiency in math will increase from 77% to 87% as measured by the iReady Diagnostic Assessment.	

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?

As a staff, we looked at our 2022 Spring iReady data (Math), as well as DIBELS 2022 Spring Data (reading) data. Next, teachers looked at the same classroom level data to create five data statements about their classroom. These statements will serve as a beginning to writing their classroom student growth goals.

YALE GOAL 1: By June 2023, students reaching proficiency in reading will increase from 58% to 75% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS)							
Strategy/Activity *Specific and Measurable Adult Activity* *What evidence-based strategy/activity will be implemented?*	Evidence of Implementation *Monitoring* *Is what you said you would do being done? What evidence do you have?*	Evidence of Impact *Evaluation* *What evidence do you have that the change you wanted has occurred?*	Person Responsible *Who will provide oversight for implementation, monitoring and evaluation of the strategy?*	Start Date *What is the projected start date?*	End Date *What is the projected end date?*	Estimated Costs *What are the anticipated costs?*	Fund Source *What sources of funding will be used for the activity (more than one source may be listed)?*
CKLA unit assessments will track program progress	CKLA assessments	CKLA data	Teachers and principal	Sept. 12, 2022	June, 2023	None	Monday morning PD time (PLC)
Additional small group instruction with the CKLA skills component for students needing extra time.	DIBELS progress monitoring	DIBELS data	Teachers and principal	Oct. 3, 2022	June 2023	None	Monday morning PD time (PLC)
CKLA implementation weaved with LETRS strategies.	Observations	Student Engagement	Principal	Oct. 3, 2022	June 2023	None	Monday morning PD time (PLC)

YALE GOAL 2: By June 2023, students reaching proficiency in math will increase from 77% to 85% as measured by the iReady Diagnostic Assessment.

Strategy/Activity *Specific and Measurable Adult Activity* What evidence-based strategy/activity will be implemented?	Evidence of Implementation *Monitoring* Is what you said you would do being done? What evidence do you have?	Evidence of Impact *Evaluation* What evidence do you have that the change you wanted has occurred?	Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?	Start Date What is the projected start date?	End Date What is the projected end date?	Estimated Costs What are the anticipated costs?	Fund Source What sources of funding will be used for the activity (more than one source may be listed)?
Use of manipulatives as directed by the instructional materials	Observations	formative assessments iReady assessments iReady assessment data Acadience Math Progress monitoring data	Teachers/ Principal	October 3, 2022	June 2023	None	Monday morning PD time (PLC)
Oral counting out loud	Observations	formative assessments iReady assessments iReady assessment data DIBELS Progress monitoring data	Teachers/ Principal	October 3, 2022	June 2023		Monday morning PD time (PLC)
Use of 10s frames	Observations	formative assessments iReady assessments iReady assessment data DIBELS Progress monitoring data	Teachers/ Principal	October 3, 2022	June 2023		Monday morning PD time (PLC)
iReady curriculum implementation	Outsourced Training Observations coaching conversations staff meetings discussions	formative assessments iReady assessments iReady assessment data DIBELS Progress monitoring data	Teachers/ Principal	October 3, 2022	June 2023		Monday morning PD time (PLC)

YALE GOAL 2: By June 2023, students reaching proficiency in math will increase from 77% to 85% as measured by the iReady Diagnostic Assessment.							
Number talks using place value	Observations	formative assessments iReady assessments iReady assessment data Progress monitoring data	Teachers/ Principal	October 3, 2022	June 2023		Monday morning PD time (PLC)

Yale Goal 3: Based on referral data tier 2 interventions will decrease disruptive behaviors and increase classroom engagement/attendance from Fall 2022-Spring 2023.							
Strategy/Activity *Specific and Measurable Adult Activity* *What evidence-based strategy/activity will be implemented?*	**Evidence of Implementation** *Monitoring* *Is what you said you would do being done? What evidence do you have?*	**Evidence of Impact** *Evaluation* *What evidence do you have that the change you wanted has occurred?*	**Person Responsible** *Who will provide oversight for implementation, monitoring and evaluation of the strategy?*	**Start Date** *What is the projected start date?*	**End Date** *What is the projected end date?*	**Estimated Costs** *What are the anticipated costs?*	**Fund Source** *What sources of funding will be used for the activity (more than one source may be listed)?*
School Wide PBIS expectations consistently communicated to students.	Observations	Student behavioral referrals	Principal/ Teachers	Oct. 3, 2022	June 2023		
School Wide Positive Incentive program "cougar tickets"	Observations	Student behavioral referrals	Principal/ Teachers	Oct. 3, 2022	June 2023	500.00	Donation from community member
Check in /Check out system implemented for students needing additional support.	Observations	Student behavioral referrals	Principal/ Teachers	Oct. 3, 2022	June 2023		
Behavior plans with positive incentives for growth.	Observations	Student behavioral referrals	Principal/ Teachers	Oct. 3, 2022	June 2023		
Continual parent communication of both preferred and disruptive behaviors.	Observations/ parent/community relations	Student behavioral referrals	Principal/ Teachers	Oct. 3, 2022	June 2023		

Yale Goal 4: Achieve high levels of parent engagement to create more effective partners as evidenced by volunteerism, two-way communication, Conference Attendance, PTO involvement and event participation.

Strategy/Activity *Specific and Measurable Adult Activity* What evidence-based strategy/activity will be implemented?	Evidence of Implementation *Monitoring* Is what you said you would do being done? What evidence do you have?	Evidence of Impact *Evaluation* What evidence do you have that the change you wanted has occurred?	Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?	Start Date What is the projected start date?	End Date What is the projected end date?	Estimated Costs What are the anticipated costs?	Fund Source What sources of funding will be used for the activity (more than one source may be listed)?
Track volunteerism.	Tracking sheets	Data	Principal/ Teachers/ PTO	Oct. 3, 2022	June 2023		
Utilize TalkingPoints at the school and classroom level for the majority of communication.	Tracking the use of Talking Points	Parent Survey	Principal/ Teachers	Oct. 3, 2022	June 2023		
Track PTO event participation.	Tracking Sheets	Data	Principal/ Teachers/ PTO	Oct. 3, 2022	June 2023		
Utilize TalkingPoints to attract parent involvement in PTO.	Tracking the use of Talking Points	Data	Principal/ Teachers/ PTO	Oct. 3, 2022	June 2023		
Track Conference Attendance.	Attendance Sign in sheets	Data	Principal/ Teachers	Oct. 3, 2022	June 2023		

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

Students at Yale Elementary have access to chrome books daily. Students utilize on-line learning platforms for extending their core instruction. All 2-4 students have technology time weekly to support typing skills, digital citizenship and extended core instruction.

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 and the monthly school newsletter. Teachers inform families weekly about instructional goals of each classroom.. Teachers send resources home for extra practice as well as hold conferences with families at least two times per year. Student growth

goals are also written to involve families. In addition, our PTO involves community members in creating after school activities on a monthly basis.