NORTH FORK ELEMENTARY SCHOOL

School Improvement Plan

2023 - 2024

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 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 <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)

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; ● FAFSA Completion;	● Participation in College Bound Bridge Programs; ● Senior year math class; ● Completion of a math class after Algebra ● College Academic Advising; ● Enrollment in career pathway course sequence;

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 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%. **PREVIOUS 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. **(Goal met)** NEW ATTENDANCE	**Graduation Rate:** By 2021 the overall district four-year graduation rate will be at or above 85% **(Goal met).** By 2022 the overall district five-year graduation rate will be at or above 90%. (OSPI Report Card) **(Goal met)** By 2027 the overall district four-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%. The class of 2026 achieved 90.4% course taking success at the end of their 9th grade year in 2023. By the end of 2024 school year the class of 2026 will maintain this course taking success of 90% or higher. By the end of the 2024 school year freshman course-taking success will be at or above 90% for students in the class of 2027. **Student Growth on Mandated Assessments:** Student growth percentiles in ELA and Math will exceed 50 in each grade level. **Student Achievement Goal:** ● By 2024, student success in Mathematics 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 2024, 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.

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

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

NORTH FORK 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. - **MET**	Achieve high levels of parent engagement as evidenced by volunteerism, two-way communication, conference attendance, PTO involvement and event participation. **Ongoing 6 parent events, Increased communication due to Talking Points, Record Conference attendance, Parent Volunteers, Lunch Buddies & Monthly assemblies**	By June 2023, students reaching proficiency in reading will increase from 52% to 75% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - **Ongoing 71% (+19%)** By June 2023, students reaching proficiency in math will increase from 40% to 75% as measured by Acadience Spring Benchmark Assessment - **Ongoing 65% (+25%)**	

"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?

- iReady Math Data
- SWIS referral data
- Acadience Math data
- DIBELS Reading Data

NFES GOAL 1: By June 2024, students reaching proficiency in reading will increase from 47% 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, 2023	June, 2024	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, 2023	June 2024	None	Monday morning PD time (PLC)
CKLA implementation interwoven with LETRS strategies.	Observations	Student Engagement	Principal and instructional coach	Oct. 3, 2023	June 2024	None	Monday morning PD time (PLC)
Foundational Skills - Walk to Read	Observations	MClass Data	Teachers and principal	Oct. 16, 2023	June 2024	None	Team Meetings & morning PD (PLC)

NFES GOAL 2: By June 2024, students reaching proficiency in math will increase from 54% to 75% as measured by Acadience Spring Benchmark Assessment								
Strategy/Activity *Specific and Measurable Adult Activity* *What evidence-based strategy/activity will be implemented?*	Evidence of Implementati on *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 projec ted 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)?*
Effective use of manipulatives in alignment with the ReadyMath curriculum.	Observations	formative assessments iReady assessments iReady assessment data Acadience Math Progress monitoring data	Teachers/ Principal	October 3, 2023	June 2024	None	Monday morning PD time (PLC)
Oral counting	Observations	formative assessments iReady assessments iReady assessment data DIBELS Progress	Teachers/ Principal	October 3, 2023	June 2024		Monday morning PD time (PLC)

		monitoring data					
Use of 10's frames	Observations	formative assessments iReady assessments iReady assessment data DIBELS Progress monitoring data	Teachers/ Principal	October 3, 2023	June 2024		Monday morning PD time (PLC)
ReadyMath 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, 2023	June 2024		Monday morning PD time (PLC)
Number Corner, K - 1 (beg. Implementation in 2nd)	Observations	formative assessments iReady assessments iReady assessment data Progress monitoring data	Teachers/ Principal	October 3, 2023	June 2024		Monday morning PD time (PLC)

NFES GOAL 3: Achieve high levels of parent engagement to create more effective partners as evidenced by volunteerism, two-way communication, Conference Attendance, PTSA 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/ PTSA	Oct. 3, 2023	June 2023	Tracking sheets	
Volunteer Web Page	Calendar	Data	Principal/Office Staff	Oct. 3, 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, 2023	June 2023	Tracking the use of Talking Points	
Track PTSA event participation.	Tracking Sheets	Data	Principal/ Teachers/ PTSA	Oct. 3, 2023	June 2023	Tracking Sheets	

Utilize Talking Points to attract parent involvement in PTSA	Tracking the use of Talking Points	Data	Principal/ Teachers/ PTSA	Oct. 3, 2023	June 2023	Tracking the use of Talking Points	
Track Conference Attendance.	Attendance Sign in sheets	Data	Principal/ Teachers	Oct. 3, 2023	June 2023	Attendance Sign in sheets	

NFES Goal 4: By June 2024, student attendance will increase from 85% to 90% as measured by attendance reports generated by Skyward and OSPI.

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)?*
Monthly attendance reports will be printed and reviewed from Qmalitive.	Qmalitiv reports	Skyward Reports	Principal/ Student Advocate/ Teachers	Oct. 3, 2023	June, 2024	None	None
School-wide Positive Incentive program for students who have perfect attendance.	Qmalitiv reports	Monthly Student Recognition	Principal/ Student Advocate/ Teachers	Oct. 3, 2023	June, 2024	None	None
Attendance letters and parent conferences will occur with families who experience chronic absenteeism.	Qmalitiv reports	Notifications/ Parent Conferences	Principal/ Student Advocate/ Counselor	Oct. 3, 2023	June, 2024	None	None
Work alongside our district Family Engagement Coordinator to build partnerships with families who need additional attendance support.	Qmalitiv reports	Conferences/ Phone Calls	Principal/ Student Advocate/ Counselor/ Family Engagement Coordinator	Oct. 3, 2023	June, 2024	None	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.

<u>North Fork SBA Data</u>

SBA Data				
		Pre-Pandemic 2018-19	2021-22	2022-23
3rd Grade	ELA	46.0%	50.6%	53.0%
	Math	40.0%	46.9%	60.0%
4th Grade	ELA	52.0%	46.2%	45.0%
	Math	51.0%	39.8%	56.0%