

COLUMBIA ELEMENTARY SCHOOL



School Improvement Plan

2024-2025

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.

COLUMBIA ELEMENTARY SCHOOL 2024-2025 SCHOOL IMPROVEMENT GOALS

All Graduates Ready for CAREERS	All Graduates Ready for COLLEGE
	College Ready (2-year and Tech College Ready) (4-Year College Ready) (Washington Public Universities)
By June 2025, regular students' attendance will increase from 75% to 85%, as measured by attendance reports generated by Skyward and OSPI.	<p>By June 2025, students reaching proficiency in reading will increase from 51% to 65% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p> <p>By June 2025, students reaching proficiency in math will increase from 40% to 55% as measured by the Acadience Math 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
- Acadience Math
- SIPS Referral Data
- TalkingPoints Communication Log

CES Goal 1: By June 2025, students reaching proficiency in reading in English will increase from 51% to 65% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Strategy/Activity Specific and Measurable Adult Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
CKLA unit assessments will track program progress (tier 1).	CKLA assessments	CKLA data	Teachers and principal	Sept. 12, 2024	June 2025	None	None
Additional classroom small group instruction using core materials for students needing extra time and practice (tier 2).	DIBELS progress monitoring	DIBELS data	Teachers and principal	Sept. 19, 2024	June 2025	None	None
Additional small group instruction outside core materials for students needing remediation/extension (Tier 2/3).	DIBELS progress monitoring	DIBELS data	Teachers and LAP team	Sept. 19, 2024	June 2025	None	None
CKLA implementation interwoven with LETRS strategies.	Observations	Student Engagement	Principal and Instructional Coach	Sept. 5, 2024	June 2025	None	None

CES Goal 2: By June 2025, students reaching proficiency in math will increase from 40% to 55% as measured by Acadience Math.

Strategy/Activity Specific and Measurable Adult Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
Ready Math unit assessments will track program progress (tier 1).	Ready Math assessments	Ready data	Teachers and principal	Sept. 12, 2024	June 2025	None	None
Additional classroom small group instruction using core materials for students needing extra time and practice (tier 2).	Acadience progress monitoring	Acadience data	Teachers and principal	Sept. 19, 2024	June 2025	None	None
Additional small group instruction outside core materials for students needing remediation (Tier 2/3).	iReady MyPath progress monitoring	Acadience data iReady data	Teachers and LAP team	Sept. 19, 2024	June 2025	None	None

CES Goal 3: By June 2025, student attendance will increase from 75% to 85%, as measured by attendance reports generated by Skyward and OSPI.

(These percentages are based on students who missed more than 10 days of school during the 2023-24 school year)

Strategy/Activity Specific and Measurable Adult Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
Monthly attendance reports will be printed and reviewed from Qmalitive.	Qmalitiv reports	Skyward Reports	Principal/ Student Advocate/ Teachers	Oct. 3, 2024	June 2025	None	None
School-wide Positive Incentive program for students who have perfect attendance.	Qmalitiv reports	Monthly Student Recognition	Principal/ Student Advocate/ Teachers	Oct. 3, 2024	June 2025	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, 2024	June 2025	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, 2024	June 2025	None	None

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

Students have regular technology opportunities 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, and our monthly PBIS awards assemblies. Families have the opportunity to meet with teachers to discuss their child's progress before school, fall and spring conferences. Our Open House event in the fall provides parents with curriculum information and specific information on special programs.