

COLUMBIA ELEMENTARY SCHOOL



School Improvement Plan

2025-2026

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 2025-2026 SCHOOL IMPROVEMENT GOALS

All Graduates Ready for **COLLEGE and CAREERS**

College Ready
(2-year and Tech College Ready)
(4-Year College Ready)
(Washington Public Universities)

By June 2026, students reaching proficiency in reading will increase from 49% to 75% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

By June 2026, students reaching proficiency in math will increase from 42% to 65% as measured by the Acadience Math 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?

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

- DIBELS Reading Data
- Acadience Math
- Academic gains made in 2024-25
- TalkingPoints Communication Log

CES Goal 1: By June 2026, students reaching proficiency in reading in English will increase from 49% to 75% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Strategy/Activity <i>Specific and Measurable Adult Activity</i> <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?</i>
Grade level PLC work completing multiple essential standard-focused data cycles (Tier 1).	Weekly PLC agendas and minutes	Post data cycle assessments.	Principal and Instructional Coach	Sept. 2025	June 2026	None	Monday morning PD time (PLC)
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. 2025	June 2026	None	Monday morning PD time (PLC)
Additional small group instruction beyond core for students needing remediation/extension (Tiers 2 & 3).	DIBELS progress monitoring	DIBELS data	Teachers and LAP Team	Sept. 2025	June 2026	None	Monday morning PD time (PLC)
CKLA implementation interwoven with LETRS strategies.	Observations	Student Engagement	Principal and Instructional Coach	Sept. 2025	June 2026	None	None
1:1 specific skill interventions with specialists	1:1 schedule	Intervention progress monitoring	Principal, Instructional Coach, LAP Teacher	Sept. 2025	June 2026	None	None

CES Goal 2: By June 2026, students reaching proficiency in math will increase from 42% to 65% as measured by Acadience Math.

Strategy/Activity <i>Specific and Measurable</i> 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>
Grade level PLC work completing multiple essential standard-focused data cycles (Tier 1).	Weekly PLC agendas and minutes	Post data cycle assessments.	Principal and Instructional Coach	Sept. 2025	June 2026	None	Monday morning PD time (PLC)
Ready Math unit assessments will track program progress (Tier 1).	iReady Math assessments	iReady data	Teachers and Principal	Sept. 2025	June 2026	None	Monday morning PD time (PLC)
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. 2025	June 2026	None	Monday morning PD time (PLC)
Additional small group instruction beyond core for students needing remediation/extension (Tiers 2 & 3).	iReady MyPath progress monitoring	Acadience data iReady data	Teachers and LAP Team	Sept. 2025	June 2026	None	Monday morning PD time (PLC)
1:1 specific skill interventions with specialists	1:1 schedule	Intervention progress monitoring	Principal, Instructional Coach, LAP Teacher	Sept. 2025	June 2026	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. In addition, all students have a weekly technology class as part of the specialist rotation. Finally, staff members utilize technology to support student learning including the use of AI to support targeted interventions for students. The use of technology helps students build necessary skills to become successful digital citizens as they navigate the use of technology supported by teachers and staff. Furthermore, the use of technology allows students to practice reading and math skills through curriculum intervention programs at their level. This builds their skills and allows for teachers to customize the learning of students based on their skill 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 Character Trait assemblies. Back to school conferences in the fall establish the partnership between the school and families in educating and supporting students. Families also have the opportunity to meet with teachers to discuss their child's progress during fall and spring conferences. Additionally, Columbia invites families and the community to several family engagement events including Bingo for Books, Family Art Night, movie nights, our winter concert, and Veteran's Day assembly. Another family engagement event is Columbia Reads where every student reads the same novel. We encourage families to participate in this event as well. Parent, family and community involvement positively impacts student learning by partnering with families in supporting the education of students. If families feel connected to the school, communication increases between the school and families, and the school is better able to support the learning and social needs of our students.