Edmonds School Improvement Plan (SIP) (Grades PreK, K-6, K-8, 7-8, and 9-12) Three-Year Plan

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2022-2023
Our School Name	College Place Elementary

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff.

College Place Elementary is comprised of the following student demographics, based on 2021-22 information: 448 students, 48.61% English Learners and 73.27% low income. 52.8% of our student body is Hispanic/Latino, 24.24% is White, 11.54% is Black/African America, 3.69 %Asian, 0.23% American Indian/Alaskan Native, 2.77% Hawaiian and Other Pacific Island, 11.98% of students have disabilities. 2.76% of students were experiencing homelessness last year. There

are 44 certificated staff with an average of 13 years of experience.

In 2021, we started a Dual Language program in kindergarten and now have two first grade classes. This year we began our 1st grade Dual Language. Our Natural Leaders program includes families from a variety of cultural and linguistic backgrounds who act as liaisons between the greater community and classroom. Student academics and behaviors are supported through Multi Tiered Systems of Supports (MTSS), PBIS, and SEL curriculum. The district has adopted a Digital Citizenship curriculum to address the ever changing technology needs of our students. All primary grade teachers are delivering phonics instruction using 95% Core Instruction to increase literacy skills.

Our mission's focus is to provide equitable opportunities for all students and families and equitable educational services for all students that is inclusive for all students regardless of belonging to any group or program, including but not limited to their racial, cultural, religious, or linguistic backgrounds, gender identity, socioeconomic status, immigration status, et cetera.

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	**Equity, engagement, and excellence for each and every student.**
Our Mission	**Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.**

Data and Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)?
Equity (such as student demographics)	● All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/Multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities. ● Panorama 3-6 and CPE Developed Panorama Like K-2 ● Staff diversity ● Staff professional development topics, and staff who attended
Engagement (such as school culture	● Skyward: Student attendance (percent regular attenders), ● Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or

and climate)	suspension/expulsion (or office discipline referral?) ● Panorama student survey data
Instructional Excellence (and student learning)	● Grades K-6 i-Ready ● Grades 1-6 Running records ● Grade K-6 Acadience (Dyslexia Screener) ● Grade K: WaKIDS ● Grades 3-6 SBA ● WIDA (ELPA21) ● High-leverage Tier 1 and 2 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.

Reflection questions
Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

The data inquiry into i-Ready assessment data demonstrated that students at College Place Elementary were stronger in phonological awareness. Acadience data showed that the work we have done with Title and classroom teachers is resulting in strengths in phonological awareness. This is essential to build automaticity in reading.

The data from i-Ready demonstrated that students need support in vocabulary instruction, comprehension, phonics, fluency. i-Ready data showed that 52% of students were two/three years below grade level in math and 48% of students were two to three years below grade level in reading. The SBA Spring 2022 scores show that 33.9% of students met standard in ELA and 18.4% met standard in math.

How were disparities examined and brought forward?

Reading: The reading needs of vocabulary and comprehension of informational text are important because this is a schoolwide trend, and many of our students are multilingual. A stronger vocabulary will impact comprehension of text. There is a specific need for explicit vocabulary instruction. We found that it is also important to increase student comprehension of informational text. It will be critical for our Tiered Interventions of support to be directed by this i-Ready data. Reading comprehension of what the students are reading is crucial in other areas of learning including math.

The phonological awareness and high frequency strengths are important to note because these are foundational reading skills. Overall 52% of students were two/three or more grade levels below in reading, according to the i-Ready Diagnostic.

Math: Students in intermediate grades need math fact fluency because it's a foundational math skill that enables students to access advanced math skills. The i-Ready math diagnostic demonstrated that 48% of students did not meet math standards and were two/three or more grade levels below grade level. The diagnostic further demonstrated that students at College

Place Elementary struggle with number and operations as well as measurement and data and geometry. Consequently, a tiered system of support will be necessary with tier 2 and 3 interventions in place within the classroom setting.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?

We plan on engaging stakeholders in supporting and monitoring our SIP in several ways. One way for students to stay engaged is through the tracking of their skills and goals through teacher conferring. The plan is to have parents/families set goals and track goals twice a year with their students' teachers during conferences. Consequently, we will be using i-Ready as a resource for this.

Stakeholders were present and engaged in meeting and problem solving to connect and include families in SIP. Need to establish SIP goals. It is important for parents to join building staff in creating the School Improvement Plan.

It is necessary for K-3 teachers and Title teachers meeting throughout the year to monitor Acadience data, supporting Tier 2 interventions and some Tier 3 using 95% tool kit. We then communicate via reports if their child is getting Title support for reading and/or math. It is also necessary for the Title school program to send reports home with progress data on students receiving services.

Stakeholders such as parents have a desire to be more involved. Parents understand that due to COVID students are behind academically, it is necessary that parents be supported to help their child achieve academic success. It is important to have instructional guidance on how to help their child, such as Family Reading/Math Nights. Parent participation on PBIS Tier 1 Team and Equity Team is also important and parents want to be more involved in supporting their children.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

The team felt that tiered interventions need to be concise and targeted specifically to grade levels second and third due to the high level of non readers. As a team we understand that it is critical that all students know how to read but especially those students who are not reading due to not being at school for almost two years. Tiered interventions were successful in reading due to the fact that 122% of students made typical growth in reading and 103% typical growth in the spring on the Spring i-Ready Diagnostic in math.

Parents believe that if they are given the tools and resources they too can help their child at home with improving their child's reading and math. Communication with parents appears to have also affected student achievement. If we had communicated with families more efficiently about where each student needed to be academically, parents would have a measure to strive for and help their child succeed.

According to the i-Ready Winter Reading Diagnostic there was a 16% increase, 68% of students moved closer to grade level from 52% of students, in the fall. The median percent of progress towards Typical Growth for the school is 72%. Typical Growth is the average annual growth for a

student at their grade and baseline placement level. In the spring 122% made typical growth in reading.

According to Acadience there was an improvement overall in reading K-3, Kindergarten improved on Composite Score from 46.7 to 108.50 an increase of 61.8 points (increase 132.33%), first grade improved on the Nonsense Word Fluency (NWF) from 31.4 to 51.70 an increase of 20.3 points (increase 64.65%), second grade improved on the Oral Reading Fluency (ORF) from 57.9% to 78.8% an increase of 20.9%, third grade improved on the Oral Reading Fluency (ORF) from 74.9% to 89.5% an increase of 14.6%.

According to i-Ready Winter Math Diagnostic there was a 15% increase, 69% of students moved closer to grade level from 54% of students in the fall. The median percent of progress towards Typical Growth for the school is 48%. Typical Growth is the average annual growth for a student at their grade and baseline placement level, moreover, it is important that progress be at 50% or above, at this point in time .

Through our Tier 2 meetings (as of early January) 28 total students across K-6th grade have been identified and are receiving targeted interventions and supports. 21 students have been referred for and are receiving counseling services. This school year, 6 students qualified for initial special education services through our Disability Evaluation Team. 16 students have been referred to the Problem-solving Team this school year. 10 of 25 students identified by the Panorama Survey on Well-Being who reported no strengths in the area of Well-Being have received/been receiving targeted interventions and support.

What are the goals that our school will focus on this school year and why?

Our goals for the school year will be in literacy because literacy goals increase reading fluency. The data demonstrates that students are lacking in reading skills, specifically vocabulary and reading comprehension. There are many students in third grade who do not know how to read. The team discussed the importance of using the 95% curriculum to support all students in reading. We also discussed the importance of having tiered interventions and true Professional Learning Communities (PLC). PLC work will be structured in a way in which data will be studied to move teacher practices and determine action plans for student growth across grade levels. As a building we are focusing on PLC work in direct connection with Criterion 8 of the Washington Teacher Framework. We talked about developing our E3 Systems of Support to ensure that every student's need is met through Tier 1, 2 and 3 Interventions. The parents on the team felt it was vital for teachers to have strong relationships with their children because it is important for the students to respect their teacher. The parent group also asked that we have more Family Events to provide them with resources to support their children.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- *K-8 schools have a literacy goal, a math goal, and an engagement goal.*

- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1: Between fall of 2022 and spring 2023, 80% of students will make one year's growth in reading skills; as measured by i-Ready.
Theory of action: *If we, as the College Place Elementary learning community, enhance our knowledge of the science of reading to strengthen our instruction, assessment, and intervention strategies in literacy, then our students will become stronger, independent, life-long readers.*

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: Tier 2 interventions in phonics, phonemic awareness, and reading comprehension ● Consistent interventions and para support time is key. ● WIN time (walk to intervention) ● 95% PCP English curriculum/DL Esperanza curriculum ● Collaboration with Title/ML teachers ● GLAD co-teaching for whole class, working with ML/language support for small groups ● Explicit Vocabulary Instruction	Classroom Teachers
Strategy 2: Co-teaching to improve teacher to student ratio and collaborative design and implementation of evidence-based instructional practices in reading.	Classroom teachers, Title and ML Specialists
Strategy 3: Professional learning communities focused on common assessment planning, data analysis, progress monitoring, and collaborative practices for instructional planning and implementation of effective literacy instruction that is data-driven and responsive to student needs ● Strategies with E and DL reading curriculums.	Classroom teachers, Title and ML Specialists

How will we know that the strategy is working?
Strategy 1: Tier 2 interventions in phonics, phonemic awareness, and reading comprehension - we will know it is working as we take data dives into i-Ready reading data and see improvement in typical growth for all students.

Strategy 2: Co-teaching will be used as a collaborative design and the implementation of evidence-based instructional practices in reading. We will know it is working as we take data dives into i-Ready reading data and see improvement in typical growth for all students.

Strategy 3: Professional learning communities focused on common assessment planning, data analysis, progress monitoring, and collaborative practices for instructional planning and implementation of effective literacy instruction that is data-driven and responsive to student needs. We will know it is working as we take data dives into i-Ready reading data and see improvement in typical growth for all students.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan	*What does this look like in action?* ● Looking at different sources of data consistently. Creating fluid small groups and interventions based on need. ● PLC to look at data and shift tier 1 teaching if needed and adjust tier 2 interventions based on assessment data ● Progress monitoring, test results or scores, co-teaching model will help us add more strategies to our repertoire, have fluid groupings based on student assessments; ● Progress monitoring, teacher and student evaluations, flexible grouping, exit tickets	i-Ready, Acadience IDEL and Running Records
End-of-year Reflect and Revise plan	*What does this look like in action?* ● Review data and revise strategies for next year ● Progress monitoring, teacher and student evaluations, flexible grouping, exit tickets ● Fluid groupings based on student assessments	i-Ready, Acadience IDEL and Running Records

SIP Goal 2: Between fall of 2022 and spring 2023, 80% of students will make one year's growth, in mathematics, as measured by i-Ready.

Theory of action: If we, as the College Place Elementary learning community, enhance our knowledge of the science of math to strengthen our instruction, assessment, and intervention strategies in math, then our students will become stronger and more independent in their math skills.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: Tiered groups of intervention • Flexible groupings • Explicitly teach math vocabulary • Differentiate instruction to meet student need • Use gamification and interactive centers/work to promote a fun and engaging math workshop. Explicitly teach math vocabulary Walk to math Use/repeat mini-units by spiraling Using GLAD strategies to teach math vocabulary	i-Ready, K assessments and other math curriculum assessments, SBA
Strategy 2: CPE will continue to use core instruction to increase math skills of all students K-6. We will use teacher experts in math to provide classroom teachers with professional development.	Classroom Teachers
Strategy 3: *Family Nights to teach math skills then students would be more engaged in learning to increase math skills* Math nights at each grade level so teachers could teach parents the specific skills that are learned at that grade level - parents understand the new common core strategies	Title staff and teachers

How will we know that the strategy is working?
Strategy 1: Tiered groups of intervention   • Flexible groupings   • Explicitly teach math vocabulary   • Differentiate instruction to meet student need

- Use gamification and interactive centers/work to promote a fun and engaging math workshop.

We will know it is working as we take data dives into i-Ready math data and see improvement in typical growth for all students.

Strategy 2: CPE will continue to use core instruction to increase math skills of all students K-6.

We will use teacher experts in math to provide classroom teachers with professional development. We will know it is working as we take data dives into i-Ready math data and see improvement in typical growth for all students.

Strategy 3: Family Nights to teach math skills then students would be more engaged in learning to increase math skills.

We will know it is working as we take data dives into i-Ready math data and see improvement in typical growth for all students.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?*

Mid-year Reflect and Revise plan	***What does this look like in action?***	***What evidence or data will we review? (e.g., implementation and/or outcome data)***
	Kinder: Students are able to identify all numbers 1-20, manipulate within 10, know shapes, explain their thinking through drawings, manipulatives etc. 1st: Students will show understanding of tens and ones. 2nd: Students are able to explain their thinking when solving problems that are 2nd grade standards. 3rd: Progress monitoring, test results or scores, co-teaching model will help us add more strategies to our repertoire, have fluid groupings based on student assessments 4th: Show understanding of place value up to the millions and how to do multi digit addition and subtraction, fluent in addition, subtraction, and multiplication math facts. 5th: Students will demonstrate mastery of multiplication facts 0-12 as measured on 3-minute math timings. Fluency with these facts will benefit 5th graders' mastery of other mathematical concepts, such as finding equivalent fractions, measurement, algebraic equations, etc.	i-Ready, K assessments and other math curriculum assessments, SBA Student journals, student responses to class work, in-class assessments

	6th: Use of co-planning/teaching (providing sentence frames/stems for explaining thinking), inclusion of GLAD and SIOP framework, regular PLC review of data and groupings (making adjustments as needed),	
End-of-year Reflect and Revise plan	***What does this look like in action?*** Kinder: Students are able to identify all numbers 1-20, manipulate within 10, know shapes, explain their thinking through drawings, manipulatives etc. 1st: Solve equations with 2 digit numbers using tens and ones. 2nd: Review data and revise strategies for next year. 3rd: Fluent groupings based on student assessments. 4th: Understand basic fraction concepts and how they relate to decimals. Can multiply and divide multi digit numbers. Knowledge of 2D shapes and angles. 5th: Students will demonstrate mastery of multiplication facts 0-12 as measured on 3-minute math timings. Fluency with these facts will benefit 5th graders' mastery of other mathematical concepts, such as finding equivalent fractions, measurement, algebraic equations, etc. 6th: Review end of year data to determine student growth, and analyze strategies that worked and why.	***What evidence or data will we review? (e.g., implementation and/or outcome data)*** i-Ready, K assessments and other math curriculum assessments, SBA Student journals, student responses to class work, in-class assessments

SIP Goal 3: Between fall of 2022 and spring 2023, at least 80% of our students will feel 'Quite connected' or 'Extremely connected' to the adults at school and to other students at school as measured by the Panorama Survey for grades 3-6 and age appropriate Panorama like survey K-2.

Theory of action: If we, as the College Place Elementary learning community, support the social-emotional learning of all students, then all students will experience a greater sense of connectedness and "belonging" to adults and students in our school.

How will we get the work done?

Strategies we will complete this year	Person or team responsible

Strategy 1: Give students an opportunity to take the Panorama Survey again in late fall, late winter, and late spring to monitor progress toward achieving the goal and continue to use survey data to identify students for targeted interventions and supports and initiate those interventions and supports.
 	
   ● Have the survey given by someone who kids know.
   ● K-2 + meaningful.
   ● Communicate results to teachers - access results so that taking the assessment is a meaningful activity
	Administration, school psychologist, student intervention coordinator, certificated staff, classified staff

Strategy 2: School-wide PBIS Implementation with Tier 1 meetings with community involvement monthly to analyze and discuss social-emotional and behavioral trends at CPE using SWIS and Skyward Data; Tier 2 meetings to identify individual students for more targeted interventions and supports; Problem-solving team and Disability Evaluation team meetings for Tier 3 supports.	PBIS Team including school administration, certificated staff, classified staff, school psychologists, student intervention coordinator, and community members.

Strategy 3: Special Events to support all families about ways to promote social-emotional well-being and have more positive relationships with their children and others in the community.
   ● Volunteers/community members in classrooms
   ● Kelso's choices and how to use them at home
   ● Parent Involvement in events
   ● Volunteers and families invited to be in class; regular home communication through ParentSquare and/or newsletter
	Administration, PBIS Tier 1/Tier 2 Teams, Equity Team

How will we know that the strategy is working?
Strategy 1: Give students an opportunity to take the Panorama Survey again in late fall, late winter, and late spring to monitor progress toward achieving the goal and continue to use survey data to identify students for targeted interventions and supports and initiate those interventions and supports**.** **Less negative behavior impacting the flow of our day, more engaging instruction taking place** Strategy 2: School-wide PBIS Implementation with Tier 1 meetings with community involvement monthly to analyze and discuss social-emotional and behavioral trends at CPE using SWIS and

Skyward Data; Tier 2 meetings to identify individual students for more targeted interventions and supports; Problem-solving Team and Disability Evaluation Team meetings for Tier 3 supports.

Students exiting tier 2 meetings, less behavior referrals.

Strategy 3: Special Events to support all families about ways to promote social-emotional well-being and have more positive relationships with their children and others in the community.

Attendance at special events improves.
Parent testimonials about how PBIS/Kelso is making a difference in their home.
Students are reporting that they're using PBIS/Kelso at home.
Stronger sense of community.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
Mid-year Reflect and Revise plan	**What does this look like in action?** • Less minor/major behavior forms, students are independently managing their behaviors. • Teaching SEL lessons, monthly themes, less behavior forms = Second Step • Handling minor behavior quickly and without escalation • Communication and teaching SEL, handling minor behaviors • Second Step used with fidelity	**What evidence or data will we review? (e.g., implementation and/or outcome data)** Panorama, SWIS, behavior referrals
End-of-year Reflect and Revise plan	**What does this look like in action?** • Parent survey • Discuss behavior progress, and look at Panorama data • Parent survey - parent testimonials, student testimonials, etc • Review behavior referrals for the year and reflect on behavior interventions.	**What evidence or data will we review? (e.g., implementation and/or outcome data)** Panorama, SWIS, behavior referrals

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
CPE Building Teachers	**Write, Review and Edit**
CPE Leadership Team	**Write, Review and Edit**
Student Advisory to the Principal	**Review**
Natural Leaders	**Review**

Links to supporting documents
- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)