



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: College Place Elementary

Year: 2019-2020

Section I: School Mission and Demographics:

School Mission: Our mission is to prepare students to make a positive impact in the world. Our goal is to create an environment that offers ALL students opportunities to participate in challenging, authentic, and collaborative inquiry by providing engaging learning experiences reflective of diverse teaching and learning styles. We believe that educating children takes everyone. The staff, families, and community of College Place work together as partners. We are committed to providing students with a positive, safe and productive learning environment that fosters positive self-concept, respect for self and others, responsibility and accountability for actions.

2019-2020 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	513	NA	Two or More Races	41	7.99%
American Indian/Alaskan Native	5	0.97%	English Language Learners	196	38.21%
Asian	39	7.60%	Homeless/McKinney-Vento	23	4.48%

Black/African American	84	16.37%	Low Income	374	72.9%
Hispanic/Latino	226	44.05%	Section 504	6	1.17%
Native Hawaiian/Other Pacific Islander	5	0.97%	Students with Disabilities	64	12.48%
White	113	22.03%	Student Mobility	27	4.48%

Student, Family and Community Involvement in Plan:

We believe that educating children takes everyone. The staff, families, and community of College Place work together as partners. Here are ways we partner to ensure student success.

1. Continue our strong Natural Leaders Program. The Natural Leaders is a group of parents representing the many languages and cultures of our students. Their job is to create a bridge uniting the various cultures in our community with the school system. They also act as an advisory group, helping to break down barriers our families face and helping change systems/policies that hinder parent participation as well as to help close the achievement gap.
2. Connect with all our families, in particular, our under-represented and families with limited English, to the school via our Family Engagement Liaison, Carmen Miranda. Ms. Miranda ensures we help meet the most basic needs of our students, running a coat drive, monthly food bank, and weekly meal packs, and English classes for adults.
3. Partnering with Imagine Children’s Museum to have free after school science club for interested 3-5th students.
4. Host multiple family events celebrating reading and math, providing free books for families. At the beginning of the year curriculum night we share our vision and focus with families.
5. Monthly coffees with the Principal to open lines of communication, share this plan and regular school updates.

Section II: Reflection & Evaluation of Prior Year's Progress

Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
Whole School - Compared to 34.3% of all students meeting standard in Math on SBA in 2017, 52% of all students will meet standard on Math SBA in in spring 2018.	We had hoped to hit 52% making math standard, but only grew to 39.3% We believe we did not meet the goal we set because we have some underlying issues in services for our students who qualify for English Language services. These issues are outlined in the Needs Assessment section of this School Improvement Plan.
Opportunity Gap (EL and students who qualify for IDEA) Compared to 13% of Students receiving EL Services meeting standard in Math on SBA in 2017, 22% of all Students receiving EL Services will meet standard on Math SBA in in spring 2018.	We nearly meet our goal in this area. Overall, 21.3% of our students who qualify for English language services passed the math portion of the SBA. This number is still too low. Our needs assessment and focus area outline our plan to address this issue.

How has the progress described above informed your school's improvement planning for this school year?

Despite the success in our opportunity gap growth scores. We still have concerns around practices to best serve our students who qualify for English Language services. Those concerns are outlined in the Needs Assessment section (Section III).

Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength

1. We had growth in the percent of students passing ELA and Math on the SBA test from 2017-2018.
2. The number of 1st grade graders showing AT or ABOVE Benchmark on Acadience has increased from 28 %(17-18) to 51 %(18-19) to 82% in 19-20. We introduced a new intervention structure and curriculum (95 Percent).
3. We are a staff of learners and are passionate about the learning. An area of strength for our school is that when we focus on a need, we change our practice and improve student achievement. We saw this when we were focused on Math as well as when we focused on SEL and establishing a culture for learning in classrooms. Right now, the staff is on board and eager to learn about and implement best practice in the area of Language Acquisition.

Areas of Needed Growth

1. Our students who qualify for English language services scored 18.9% meeting standard in ELA and 21.3% meeting standard in math on the SBA.
2. We need to serve our underrepresented student populations better. We have gaps for FRL, Hispanic, Af. Am., and Sped students throughout the years according to SBA data. We will be exploring this more as we look further into our data.
3. We need to understand our gaps in instruction better. We need to be specific about what teachers and students should be doing and then ensure we are providing what is needed in our lessons consistently and very often.
4. Discipline data, teacher feedback and observations indicate a lack of consistency in school wide expectations, and thus loss of instruction time due to behavior.

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?



College Place Elementary will focus around 3 areas:

1. Best practices in instruction for students who qualify for EL Services.

In the coming years, we will be working to increase our knowledge and practices around language acquisition and differentiation of instruction, to increase engagement. Specifically we will be focusing on learning and implementing high-leverage strategies. In addition, we will be increasing our knowledge and practices around making our instruction more culturally relevant.

2. School-Wide Expectations

In the coming years, we will be continuing to work on building a culture of pride and ownership of the school. We have new leadership and establishing shared understanding of common expectations is a foundation for future MTSS work. At CPE, our creed is “We take care of ourselves, we take care of each other, and we take care of our school.” Making this creed come alive is one of our focuses this year. We believe that when students have calm, safe bodies and learn to care about each other in unstructured school wide areas, it carries into the culture of all the classrooms and will improve student achievement. In order to leverage success with school wide behavior expectations, we will be implementing a Positive Behavioral Interventions and Support Framework. (PBIS)

3. Coordination of intervention services.

In the coming years, we will be working to systematically build uninterrupted core instructional time in reading and math, intentionally ensuring all of our students who have services with Title, EL or SpEd receive a double dose of instruction every day, purposefully reducing the amount of transitions many of our students endure over the course of a day, and creating a through line of instruction between classroom and intervention.

As a new leader I have a goal of getting a clear understanding of our Tier 1 instruction, which is the number one factor in John Hattie’s work that influences student achievement. We have a strong climate and culture, including teacher collaboration and commitment to learning. Our next opportunity will be collectively defining what quality Tier 1 reading instruction is, and then implementing these instructional practices. I also



want to gather information regarding SPED services and create a plan for ensuring growth for SPED students.

C. Additional Data Required

State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> Area of Strength (95% or more participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</p>	

D. Third Grade OSPI Literacy Expectation

<p>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?</p> <p>41%</p>	<p>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol ☒ next to your selection.)</p> <p>Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:</p> <p>Reading: 60% at/near or above Writing 60% at/near or above Listening: 60% at/near or above Research/Inquiry: 60% at/near or above</p>	



Section IV: Theory of Action

Theory of Action:

If I as a leader create learning opportunities for staff and help them understand research-based high leverage strategies to support language acquisition, then teachers will increase their capacity to teach students, especially those who are language learners. Students will be able to better engage in the learning and students who qualify for EL services will increase their academic achievement in reading as measured by higher percentage of students receiving a level 3 or higher on the SBA and more students reading at grade level defined by TC assessments.

In addition, my theory of action rests upon strengthening baseline school-wide expectations to increase students' sense of safety, heighten positive climate, and create conditions in which students are ready to learn.

Rationale:

With 196 of our learners receiving EL services, focusing on our EL learning is essential. Our needs assessment and teacher feedback support this being a focus area. Additionally, research shows that within the field of language acquisition, there are strategies that make more impact than others. Understanding high impact strategies and supporting teachers in implementing these strategies will allow students to better access and engage with the learning. We also need to have synchronized efforts between each general education classroom at each grade level as well as a synchronization between those classrooms and interventionists (EL and SpEd). All students need to have equitable access to the general education curriculum. To do this, there has to be collaboration between all instructors, and students have to be in the general education classroom during core instruction. More importantly we have relied on the expertise and knowledge of our practitioners on the ground as well as the feedback from our students to determine our course of action. As stated in Bryk, Gomez, Grunow, LeMahieu's learning to improve (2017), "...engaging insights from the job floor can break the susceptibility to solutions and the prevailing one-size-fits-all approach to education reform."





Students must feel safe and must understand expectations in order to be able to fully access learning. Research underscores that school-wide positive behavioral interventions enhance not only student sense of safety and self-worth, but student efficacy (see PBIS.org).

Section V: Student Outcome Goals (School wide and Opportunity Gap)

A. Whole School Achievement Goal(s) —

Based on the actions taken in our SIP plan, our goal is to make the following gains in our reading achievement scores:

- 2019-2020 Percent of students passing reading on SBA will increase from 48.1% to 52%
- 2020-2021 Percent of students passing reading on SBA will increase to 55%
- 2021-2022 Percent of students passing reading on SBA will increase to 60%.

B. Opportunity Gap Goal(s):

Based on the actions taken in our SIP plan, we hope to make the following gains in our reading and math achievement scores of our students who qualify for EL services.

- 2019-2020: Percent of Students who qualify for EL Services passing reading will increase from 18.9 to 25%.
- 2020-2021: Percent of Students who qualify for EL Services passing reading will increase to 30%.
- 2021-2022: Percent of Students who qualify for EL Services passing reading will increase to 35%.

Opportunity Gap Goal:

College Place is connecting to the Edmonds School District Blueprint 2025 in working towards eliminating gaps and in increasing the percentage of EL students meeting standard in ELA.



Section VI: Action Plan

Plan for 2019-20: Our action plan for the 2019-2020 school year has three areas or goals. Increase our use of instructional strategies that support students who qualify for ELL (and other special programs) in our Tier 1 instruction, clearly define, teach and reinforce school wide expectations, and optimize intervention resources and core teaching time through scheduling. Additionally, having new leadership, we will examine classroom practices and get a clear understanding of what we are teaching and why (the standards and importance of learning those standards) in our Tier 1 instruction and Special Education.

Key Improvement Action	Description	Timeline
<p>Intentional Researched-based professional development to improve our knowledge around key leverage language acquisition strategies (including walkthroughs to look at support for EL learners, classroom-based interventions and strategies, including GLAD and SIOP).</p>	<p>We surveyed teachers to determine what ELL strategies and language acquisition moves teachers have found effective. In addition, we researched effective strategies and worked with the EL department to define high-leverage strategies. We also are conducting learning walks to observe practice. Teachers are also in collaborative groups going to other successful schools with high EL populations and observing practice in language acquisition with literacy. We are continuing PD on GLAD strategies and SIOP planning and implementation.</p>	<p>TRI days; September 25, October 4, October 9, week of November 6, November 20, December 4, January 24, February 5, February 14, March 4, learning walks mid-March, April 24, May 6, May 8, May 20, June 3.</p>
<p>Development of core academic times that work with master schedule and allow</p>	<p>Building schedule to include dedicated one hour blocks in both reading and math for each grade level. These hour blocks are held sacred and no interventions can occur during these</p>	<p>Ongoing through 2019-20 school year Beginning the first day of school. Review monthly.</p>

<p>for interventions to take place outside of core times.</p>	<p>times. Interventions can occur anytime outside of these blocks and ensures that each student that receives an intervention in reading or math, receives a double dose of instruction each day - core + intervention.</p>	
<p>Development of clearly-defined school-wide expectations, then pre-aching and re-teaching school-wide expectations</p>	<p>Initial work has taken place: We have created a handbook clearly defining expectations in all school-wide areas. We collectively reviewed the handbook and teachers have pre-taught expectations. We allocated extra resources as the year began to ensure accountability and fidelity of expectations. A Staff Advisory committee meets every 2 weeks to review and revise supports to ensure that expectations are clearly taught and understood. Monthly assemblies underscore and incentivize adoption and ownership. Over the school year, we will continue these routines and will reassess periodically.</p>	<p>Assemblies last Friday of each month; Staff Advisory 2nd and 4th Thursday monthly; School-wide reteach the weeks of: November 12, January 6, April 13.</p>

Plan for Years 2 & 3

2020-2021:

Building our on work in 2019-2020 we will evaluate the growth in students receiving EL services, and continue to build our knowledge around language acquisition. We will also dive deep into our understanding of best practices for Tier 1 reading instruction, utilizing the adoption of a new reading curriculum. We will work to implement systemic strategies for building relationships with students and families, including increasing our cultural competency and understanding of equity, within a positive behavioral framework. Additionally, we will continue our work on data driven interventions, utilizing our interventists as leaders in this work. We will also be analyzing our social emotional and behavioral learning through a data collection tool (SWIS). In analyzing this data, we will be able to identify areas of social emotional and behavior learning that we need to support, and will examine data for disproportionality, with an equity lens.

2021-2022:

We will continue our focus on our Tier 1 reading instruction, ensuring students are taking ownership of the learning, and ensuring systems in the classroom for differentiation. We will work on building our knowledge around data interpretation, to target interventions inside the classroom and in the intervention block, as well as school wide needs... Based on the 2020-2021 needs assessment, we will focus on data defined areas. The SEL and equity work will remain key topics in our learning.

Action Plan for the School to Address the Third Grade OSPI Literacy Expectation

Third Grade OSPI Literacy Expectation

*(The following information is required if **less than 60%** of Third Grade Students met or exceeded standards on SBA ELA)*

<i>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Progress Monitoring Schedule</i>
We have initiated a 3rd grade reading intervention time utilizing research based 95% curriculum. Additionally, we are building our knowledge around language acquisition to better meet the needs of students receiving EL and SPED services.	<ul style="list-style-type: none">✓ Utilize Instructional Coaching - both from the district and from the 95 Percent program. These coaches will help teachers understand the diagnostic data to define interventions. .✓ Additional Learning Time within the School Day - introduction of intervention blocks✓ Targeted Professional Learning around language acquisition and intervention practices through learning labs and PD days.✓ Professional Learning Communities✓ Tutoring	We will be using the 95% diagnostic assessments every 6 weeks to redefine intervention groups. Additionally each student will be assessed and given a TC reading level. These assessments will be given in Sept, Feb and June for all students and more frequently for students not

		at standard.
Specifically identify and describe your building's grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/expanded/ discarded?	MTI—reviewing data from previous year via Homeroom Data reviewed for each student to identify progress and to discuss interventions for upcoming year. This data goes back multiple years	Grade level teams meet in October, February and June
Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.	Parent-Teacher conferences On-going parent/teacher communication Fall in Love with Reading Night with lessons on reading and free books in multiple languages. Semester Title 1 reports / report cards. Monthly Principal Q and A Natural Leader Meetings, utilizing these leaders as key communicators.	All Year

Section VII: Grade Level/Specialist/Department Goals

School Name: College Place Elementary

Year: 2019 - 2020

Grade Level/Department/Team: Kindergarten

Student Learning Goal:

All students receiving EL services will make growth in sight word acquisition and letter-sound knowledge, phonemic awareness and phonological awareness. We will collaborate



as a grade level team monthly to develop, review, and reflect on progress and strategies used to support EL students in the areas of letter sounds, sight words, phonemic awareness, and phonological awareness.

We will measure this Formatively by:

- “95 % Group” formative assessments
- Sight Word assessments
- Letter-sound correspondence assessments
- Letter name recognition / rapid letter naming assessments

We will measure this Summatively by:

- Kindergarten Literacy Assessments, 95% Assessments

Action steps we will take to meet our goal:

Frequently give formative assessments; 95% data-driven targeted interventions around phonological awareness and letter-sound correspondence

Technology-This is how we will utilize technology to meet our goal:

- RazKids
- Multi-sensory sound videos
- Imagine Learning

Grade Level/Department/Team: 1st Grade, 2nd Grade, and 3rd Grade

Student Learning Goal:

All students receiving EL services that are ELPA level 2 or 3 will grow at least 12 months in reading level, as measured by criterion-referenced TC leveled reading assessments.

We will measure this Formatively by:

Take ongoing records of student's reading fluency and comprehension performance during reading group activities

*Use weekly Benchmark skills fluency assessments

SBA interim assessments 3rd grade





Acadience Fluency measures

We will measure this Summatively by:

- Pre, mid and post IRL assessments
- *Pre, mid and post Benchmark Fluency Assessments
- *95% Phonological Awareness Assessments

Action steps we will take to meet our goal:

- *Meet regularly to look at reading data and trends
- *Reading interventions (95%-based, targeted phonological awareness, explicit instruction, daily groups)
- *Wired for Reading
- *EL daily vocabulary instruction
- *Discuss ways to improve fluency skills
- *During independent work time, we will adapt assignments to meet specific needs at the students' academic level
- *We will have thoughtful pairing of peers to work collaboratively

Technology-This is how we will utilize technology to meet our goal:

- *Students will utilize online programs that focus on phonological awareness and fluency and allow them to work at the specific level: RazKids, Readworks, Epic

Grade Level/Department/Team: 4th Grade and 5th Grade

Student Learning Goal: *Students receiving EL services will increase the percentage passing Reading SBA from 5% passing to 25% passing.*

We will measure this Formatively by: conducting interim assessments that track growth throughout the year (as well as observations, checklists, conferencing, goal setting and self-evaluations)

95% Phonemic Awareness screening (and intervention)

Growth in TC Reading levels



Acadience

We will measure this Summatively by: Smarter Balanced Assessment

Action steps we will take to meet our goal:

- *Meet regularly to look at reading data and trends
- *Reading interventions (95%-based, targeted phonological awareness, explicit instruction, daily groups)
- *Wired for Reading
- *EL daily vocabulary instruction
- *Discuss ways to improve fluency skills
- *Small group comprehension and fluency instruction
- *Grade-level focus on increasing and tracking reading stamina
- *During independent work time, we will adapt assignments to meet specific needs at the students' academic level
- *We will have thoughtful pairing of peers to work collaboratively

Technology-This is how we will utilize technology to meet our goal:

Track student growth through the year using digital tools and communicate growth to students and parents.

Using online resources to support students in their learning (ReadWorks, Scholastic News, RazKids, SpellCity, Science curriculum resources.

Grade Level/Department/Team: 6th Grade

Student Learning Goal:

The percent of students receiving EL services passing the math portion of the SBA will increase from 0% passing to 25% passing the SBA.

We will measure this Formatively by: Diagnostic math assessments, iReady diagnostic assessments, SBA interim assessments, fluency quizzes, exit tickets, homework review, conferencing, small group instruction formative assessments.

We will measure this Summatively by: End of unit tests, post- test, Smarter Balanced Assessment.

Action steps we will take to meet our goal: Daily fluency practice, daily problem of lesson, conceptual modeling, integrating language acquisition strategies / visual supports, collaborating with team and learning support, discussing outcomes/data of formative and summative assessments.

Technology-This is how we will utilize technology to meet our goal: Prodigy, MobyMax, NCTM Illuminations, Khan Academy.