



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: College Place Elementary

Year: 2020-21

Section I: School Mission, Vision, 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.

School Vision: Students, Family and Staff deserve to be known, cared for and held to high expectations.

School Demographics:

College Place Elementary

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	503	NA	Two or More Races	41	8.15%
American Indian/Alaskan Native	3	0.6%	English Language Learners	201	39.96%
Asian	32	6.36%	Homeless/McKinney-Vento	30	5.96%
Black/African American	73	14.51%	Low Income	368	73.16%

Hispanic/Latino	224	44.53%	Section 504	7	1.39%
Native Hawaiian/Other Pacific Islander	0	0%	Students with Disabilities	57	11.33%
White	130	25.84%	Student Mobility	24	4.77%

*The data in this table is from the 19-20 school year.

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 included family, student and community voice in this plan.

1. Incorporate the results of the family and student survey to understand our needs and focus our goals. Specifically, our community asked for a common online platform, and teachers using similar communication. We listened to our families and settled on two common platforms and unified teacher and school messaging to improve communication.
2. 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, they help to close the achievement gap. We have included their input in creating goals and changing practice.
3. Connect with all our families, in particular, our under-represented families with limited English, to the school via our Family Engagement Liaison. Our Family Engagement Liaison ensures we help meet the most basic needs of our students, running a coat drive, monthly food bank, weekly meal packs and English classes for adults.
4. Through our equity team, we ensure students and community voice are represented in understanding our needs and strengths. We have created a sub-committee to specifically focus on family partnership and communication.

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

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
2019-2020 Percent of students meeting standards in reading on SBA will increase from 48.1% to 52%	Due to Covid 19, students were not able to take the SBA, therefore we were not able to measure the target. We did collect Individual Reading Levels using running records and we are using this data to track growth from last year to this year. The reading data we collected in March showed we were making progress. Specifically, we increased the number of students reading at grade level by 4% as measured by Individual Reading Level assessments. However, our fall data indicates a 11% decrease in students making standard compared to last winter as measured by Independent Reading Levels.
2019-2020: Percent of Students who qualify for EL Services meeting standards in reading will increase from 18.9 to 25%.	Due to Covid 19, students were not able to take the SBA, therefore we were not able to measure the target. We did collect Individual Reading Levels using running records and we are using this data to track growth from last year to this year. The reading data we collected in March showed we were making some progress with a 1% increase in students making standard, and a 8% increase in students moving from "well below standard" to "below standard", however, this is still a huge area of need.

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

The progress described above makes it clear that we need to continue our focus on getting our students to grade level in reading with a renewed sense of urgency. This essential measurement is our paramount responsibility and guiding goal. In an effort to achieve this goal during the ongoing pandemic, we must continue to support our reading work combined with social emotional support and strategies to build online engagement. The



gap between students receiving EL services and our non-EL learner is still concerning and closing the gap continues to be our goal with emphasis on partnering with our EL families.

The impact of the school closure on student achievement, as a result of the pandemic, was of great concern. The loss of instruction and the difficulty of our students to participate in learning can be seen in the 11% decrease in the number of students reading at grade level. Because of this, our professional development will focus on how best to teach and engage students remotely, as well as our other priorities. Some language acquisition professional development was acquired, but strategies were not implemented due to limited access to students.

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 strong growth in reading from September 2019 to March 2020. We had a 4% growth in the percent of students meeting grade level standard in reading as measured by Independent Reading Levels, with a growth of 9% of students moving from "well below" to "approaching" from September to March.
 2. We are a staff of learners and are passionate about learning. An area of strength for our school is that when we focus on a need, we change our practice and improve student achievement. Our Panorama data from fall 2020 showed 84.3 percent of our students responding favorably to the question of having an adult at school they can count on to help them, no matter what. Currently, with strong teacher/student connections in place, our staff is on board and eager to learn about and implement best practice in the area of online student engagement.
 3. We have a strong dedication to Equitable Practice and meeting the needs of ALL students. We have a strong equity team consisting of teachers, parents and community members. We continually focus on ensuring that we communicate with, include, and listen to ALL our families.
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Areas of Needed Growth

1. Due to the school closure last spring a large percentage of our students showed a decrease in student achievement, specifically school wide the percentage of students reading at or above grade level decreased by 11%.
2. We need to serve our under-represented student populations better. We have gaps for FRL, Hispanic, African American and Sped students throughout the years, according to SBA data. This past year's Independent Reading Level suggests a similar gap with our students receiving EL services.
3. With online learning, some of our families and students continue to have obstacles (single parent working and not able to monitor student learning, lack of technology knowledge, difficult communicating needs because of different language) that get in the way of fully engaging in the learning.

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. Core Reading Instruction

Solid core instruction is the number one factor that influences student achievement. We have a strong climate and culture for reading achievement, including teacher collaboration and commitment to learning. Last year, the entire staff attended a week-long reading institute led by Teachers College at Columbia University. This year our focus is on implementing these instructional practices, especially focusing on ensuring students are reading in appropriately-leveled text and meeting in small groups.

2. Partnerships with Families

In the remote learning model, it has never been more important to partner with our families. Last spring, the more we partnered with our families, the higher the level of student engagement. Lack of student engagement is our problem of practice, and partnering with families is what we believe will be the most effective way to solve this problem and support student learning. Specifically, we set up systems and structures to routinely and predictably communicate with all families. We are targeting individual families of students that are not engaging. Additionally, we are working intentionally to reach our non-English speaking families. The focus of our communication and family connection is to increase parents' expectations of their students and increase the time they read with students.



3. Best practices for students who qualify for EL services.

We are continuing the work we began last year to increase our knowledge and practices around language acquisition and differentiation of instruction, to increase engagement for students who qualify for EL services. Specifically we will be focusing on learning and implementing research-based strategies that have proven to be effective for improving student achievement and language acquisition. In addition, we will be increasing our knowledge and practices around making our instruction more culturally relevant.

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:

State Participation Rate: 95% participation required

<p>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19? 41%</p>	<p>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. 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 in 18-19) 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 we as leaders set up systems of communication with families to encourage them to read with their child and have high expectations for their child, and simultaneously provide learning opportunities for teachers to help them learn how to more effectively partner and communicate with families, then there will be increased student engagement and ultimately an increase in student academic achievement in reading as measured by higher percentage of students reading at grade level defined by Independent Reading level assessments and iReady reading scores.

Rationale: Research shows that a particular type of parental involvement is very effective in leading to student achievement. John Hattie's meta-analyses show a high effect size for parental involvement* (.58). Here is data from Hattie's study of different types of parental involvement (2018) and their effect on student achievement.

Supervising Child's Homework	0.19
Parent Participation in School Activities	0.14
Communication with School and Teachers	0.14

Parent Listening to Child Reading 0.51

***High Expectations for Student Achievement 0.58**
(and verbalizing these to the child)

According to Hattie, more than homework, more than 1:1, more than mentoring, more than getting parents to come to school events, more than communication between teachers and parents, *what really makes the biggest difference is when parents establish and communicate high expectations for student achievement with their child.* Additionally, in surveying teachers last spring about what one thing they believed would increase student achievement, they reported partnering and communication with parents.

Section V: Student Outcome Goals (Schoolwide 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:

- 2020-2021 The number of 1st - 6th grade students reaching at or above standard in reading will increase by 10% as measured by Individual Reading Assessments. (Cross referenced with Acadience Data and iReady reading assessments when available).
- 2021-2022 The number of 1st - 6th grade students reaching at or above standard in reading will increase by an additional 10% as measured by Individual Reading Assessments. (Cross referenced with Acadience Data and iReady reading assessments when available), and 60% of students will meet standard in reading as measured by SBA .

B. Opportunity Gap Goal(s):

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

- 2020-2021: The number of 3rd -6th Students who qualify for EL Services reaching at or above standard in reading will increase by 15%, and 15% of all 3rd-6th grade students will move from “well below” to “below.”
- 2021-2022: The number of 3rd -6th Students who qualify for EL Services reaching at or above standard in reading will increase by 5%, and 5% of all 3rd-6th grade students will move from “well below” to “below.”

C. Connections to Blueprint 2025 Metrics –

- 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.

D. Social Emotional Learning Focus

During this time, we know students are in need of supportive relationships, and we have a school focus of making sure students are connected. We are accomplishing this goal by focusing on family partnerships, having daily classroom meetings, targeting individual students that are not engaging, and implementing a social emotional curriculum.

- 2020-2021- Increase the number of students that feel connected to adults and other students at school will increase by 10%.

Section VI: Action Plan

Plan for 2020-21: Our action plan for the 2020-2021 school year has three areas or goals and actions: (1) Improve our core reading instruction through implementation of our new reading curriculum and increased data analysis to target needs. (2) Partner with families to increase student engagement and to hold high expectations. (3) To increase our knowledge of language acquisition strategies to meet the needs of our students receiving EL services. All of this lays on a foundation of equity and meeting the needs of ALL our learners.

Key Improvement Action	Description	Timeline
Implement New Core Reading Curriculum - Readers Workshop School Wide	We prioritize our PD time to train all staff in Reader's Workshop Units of Study. We also trained and encouraged teachers to use the purchased videos to enhance students on-line learning experience and ensure the content is complete and unified.	Ongoing through 2020-21 school year
Ensure students have access to books at their individualized reading level.	We will create a school-wide leveled library for students to check out "Just Right Books" every two weeks. We will implement a school-wide distribution system to send leveled texts home with students every two weeks ensuring all students access to books. We will train all staff on the digital library for teachers to train students to get access to digital books at their level and around their interests.	Digital Training Done by November 2019. School Wide Bi-Monthly Distribution of all text by January 2021
Increase Reading Data Analysis to create differentiated small group	We will collectively look at school-wide baseline reading data to understand gaps and levels. We will initiate MTSS Data Meetings to have the Intervention team meet weekly with grade level teams to monitor progress	Baseline Review - October 2020 Grade Level Data Meeting - Ongoing

<p>instruction and intervention.</p>	<p>and design interventions. Grade levels will monitor progress every 7 weeks and adjust instruction and intervention. Through MTSS data review three times a year, we will monitor school and grade level data. Teachers will also attend data analysis training with iReady data and 95% data review experts.</p>	
<p>Increase Parent Communication for ALL families.</p>	<p>Partnering with families is what we believe will be the most effective way to support student learning. We began the year having individual conferences with each family to determine how to best meet the needs of their student, and how to best partner throughout the year. We are intentionally working on reaching our English Language families who have low student engagement. We are also setting up systems and structures to routinely and predictably communicate with all families. Examples of these structures are weekly newsletters and robo calls in multiple languages, monthly community forums in multiple languages, bi-monthly distribution of materials, and individualized calls for all students not engaging in learning. We are also working with our Natural Leaders and Equity team to partner with our previously under-represented families.</p>	<p>Ongoing</p>
<p>Grow our collective equity lens.</p>	<p>We will add an equity discussion to each staff gathering keeping the</p>	<p>Ongoing</p>

	equity lens as a foundation of our work. Our equity team will ensure students and community voices are represented by creating a sub-committee to specifically focus on family partnership and communication. In addition, we've created an all-staff professional development centered around the book "How To Be An Antiracist".	
Best practices and increased engagement for students who qualify for EL Services.	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.	

Plan for Years 2 & 3:

2021-2022:

We will continue our focus on our core 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, and be targeted to meet the new needs created by the Pandemic. Additionally, we will explore a better understanding of our Spanish-speaking community, learning strengths and needs specific to this population.

2022-2023:

We will continue to focus on reading and build on students' habits and routines learned in previous years. We will continue to use our data skills to analyze need and growth to define intervention. We will add writing as an area of focus, leveraging the workshop structure that students have begun to master in reading. Student ownership of the learning in all areas will be a foundational guiding principle. We will continue our equity work, focusing on our highest-needs groups. As we continue to readjust to in-school learning, behavior expectations and SEL work will need to be a priority.

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>
<p>We have continued a 3rd grade reading intervention time utilizing research based 95% curriculum. Additionally, we are using small group instruction and solid Core curriculum. We are building our knowledge around language acquisition to better meet the needs of students receiving EL and SPED services.</p>	<ul style="list-style-type: none"> ❑ Utilize Instructional Coaching - both from the district and iReady, 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 - students have additional small group Zoom meetings with specialized reading teachers. ❑ Targeted Professional Learning around small group reading intervention in PD days. ❑ Professional Learning Communities ❑ Tutoring 	<p>We will be using the 95% diagnostic assessments every 6 weeks to redefine intervention groups. Additionally each student will be assessed and given an Individual reading level assessments. These assessments will be given in Sept, Feb and June for all students and more frequently for students not at standard.</p>

<p>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?</p>	<p>In September teachers met with the grade level below for debrief of information and continuity of student goals. MTSS—reviewing data from previous year via Homeroom. Data reviewed for each student to identify progress and to discuss interventions for the upcoming year. This data goes back multiple years</p>	<p>Grade level teams meet in September, November, February and June</p>
<p>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.</p>	<p>We began the year with individual family meetings to set up a partnership with each family. Parent-Teacher conferences in November was a second formal check in time. Ongoing parent/teacher communication is made easier with a standard learning platform in Canvas where parents can monitor their student's schedule, grades and all assignments. Semester Title 1 reports / report cards. Monthly Principal Q and A Natural Leader Meetings, utilizing these leaders as key communicators.</p>	<p>All year</p>

Section VII: Grade Level/Specialist/Department Goals

Student Learning Goal:

Grade Level/Department/Team: Kindergarten



All kindergarten students will make one year 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 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:

Technology is key to all learning this year. Students and families will utilize Seesaw to track progress and assignments. Additionally, online programs that focus on phonological awareness and fluency and allow them to work at their specific level (RazKids, iReady math, Imagine learning and the new Digital Library) will give all students access to books that they choose at their just right level.

Grade Level/Department/Team: 1st Grade through 6th Grade

Student Learning Goal:

By May 2021, the subset of students reading below grade level (as measured by Individual Reading levels) will increase their reading ability by at least one year evidenced by multiple measures including: Individual Reading level assessments, Acadience (if applicable), iReady growth scores, and 95% reading assessments. Individual goals for each student will be discussed and tracked by students.





We will measure this Formatively by:

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

iReady and 95% diagnostic assessments.

Individual Student Conferences.

We will measure this Summatively by:

*Pre, mid and post Individual Reading Level assessments

*Pre, mid and post Benchmark Fluency Assessments

*Pre, mid and post Acadience 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 Seesaw and Canvas to track progress, assignment and grades.

Additionally, online programs that focus on phonological awareness and fluency and allow them to work at their specific level (RazKids, iReady math, Imagine learning and the new Digital Library) will give all students access to books that they choose at their just right level.

