

COLUMBIA ELEMENTARY SCHOOL



School Improvement Plan

2019-2020

**COLUMBIA ELEMENTARY SCHOOL
2019-2020 SCHOOL IMPROVEMENT GOALS**

All Graduates Ready for CAREERS	All Graduates Ready for LIFE	All Graduates Ready for COLLEGE
		College Ready (2-year and Tech College Ready) (4-Year College Ready) (Washington Public Universities)
		<p>All third grade students will achieve at least one year of growth in vocabulary as measured by end-of-year iReady scale score.</p> <p>All fourth grade students will achieve at least one year of growth in numbers and operations as measured by end-of-year iReady scale score.</p> <p>All kindergarten students will achieve proficiency in phonological awareness by June 10, 2020 as measured by Heggerty end-of-year 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 fall 2019 iReady mathematics and reading data, 2018-19 WaKIDs data, fall 2019 Acadience data, SWIS behavior data, attendance information, student demographic data, and Spring 2019 Smarter Balanced Assessment scores.

Data protocols were used to determine high impact priorities for school improvement based on current areas of strength and challenges. Staff agree that the achievement of the specific goals selected will have the most profound and immediate educational impact and all grade levels will be involved in supporting these priorities.

CES Goal 1: All third grade students will achieve at least one year of growth in vocabulary as measured by end-of-year iReady scale score.

Strategy/Activity <i>Specific and Measurable</i> Adult Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>Monitoring</i> <i>Is what you said you would do being done?</i> <i>What evidence do you have?</i>	Evidence of Impact <i>Evaluation</i> <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>
<ul style="list-style-type: none"> Strong focus on learning vocabulary identified on Smarter Balanced Assessment (SBA) Readiness List as context 	Observation Notes Teacher/Grade Level Team Reflection Notes	Pre Assessment and Post Assessment in ReadyGen Curriculum iReady Data and Standards Mastery	Principal Grade Level Team Instructional Coach	11/4/2019	6/1/2020	Planning Time	Monday Collaboration
<ul style="list-style-type: none"> Explicit instruction in parts of speech and sentences to support word comprehension strategies 	Observation Notes Teacher/Grade Level Team Reflection Notes	Pre Assessment and Post Assessment in ReadyGen Curriculum iReady Data and Standards Mastery	Principal Grade Level Team Instructional Coach	11/4/2019	6/1/2020	Planning Time	Monday Collaboration
<ul style="list-style-type: none"> Identify focus words measured on SBA across curricular materials and emphasize throughout instruction 	Observation Notes Teacher/Grade Level Team Reflection Notes	Pre Assessment and Post Assessment in ReadyGen Curriculum iReady Data and Standards Mastery	Principal Grade Level Team Instructional Coach	11/4/2019	6/1/2020	Planning Time	Monday Collaboration
<ul style="list-style-type: none"> Implement GLAD and Systematic ELD strategies in classrooms to support ELL, and all learners 	ELL Teacher Notes Observation Notes	ELL students making expected progress on ELPA21	ELL Instructor Principal	11/19/2019	6/1/2020	Training Time	ELL Teacher Time (Already Trained)

CES Goal 2: All fourth grade students will achieve at least one year of growth in numbers and operations as measured by end-of-year iReady scale score.

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 (more than one source may be listed)?</i>
<ul style="list-style-type: none"> Professional learning (Tondevolde 3-5 Video Series) developing common staff understanding of number sense and effective instructional strategies K-4 	Professional Development Calendar	Teacher exit slips Principal teacher conferencing and observation of application	Principal Instructional Coach	11/4/2019	6/1/2020	Already purchased	Monday Collaboration
<ul style="list-style-type: none"> Strong focus on the use of mathematical academic vocabulary across all curricular areas 	Observation Notes Teacher/Grade Level Team Reflection Notes	Students use mathematical academic vocabulary accurately in writing and discourse	Principal Grade Level Teams Instructional Coach	11/4/2019	6/1/2020	Mathematics Journals Approx. \$200	Building Budget
<ul style="list-style-type: none"> Make real world relevance and applicability explicit for students through problems that represent their life experiences 	Grade Level Team Lessons and Notes ELL Teacher Lessons and Notes	Students, including ELL learners, demonstrate understanding of context to support relevance	Grade Level Teams ELL Teacher Principal	11/4/2019	6/1/2020	N/A	Monday Collaboration
<ul style="list-style-type: none"> Small group, differentiated instruction to support strong acquisition of multiplication facts, place value, and fractions 	Student Grouping and Skill Lists Small Group Instruction Schedule	Students change groups due to skill acquisition Progress Monitor with Ready Math Comprehension Checks	Grade Level Teams Principal	11/12/2019	6/1/2020	Instructional Assistant Support	Building Human Resources
<ul style="list-style-type: none"> Daily Spaced Learning (Warm Ups) 	Classroom Observation	Improved Fluency	Classroom Teachers/ Grade Level Team	11/12/2019	6/1/2020	Instructional Time	N/A

CES Goal 3: All kindergarten students will achieve proficiency in phonological awareness by June 10, 2020 as measured by end-of-year Heggerty assessment.

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 (more than one source may be listed)?</i>
<ul style="list-style-type: none"> Very specific, small group differentiated instruction 	Group lists by skill(s)	Students progress through groups	Principal Grade Level Team	11/12/2019	6/1/2020	Planning Time	Monday Collaboration
<ul style="list-style-type: none"> Universal Total Physical Response(TPR) 	Observation and Team Group Agreements	Students use TPR with fluency across instructional settings	Principal Grade Level Team	11/19/2019	6/1/2020	Planning Time	Monday Collaboration
<ul style="list-style-type: none"> Teachers will train Instructional Assistants and Specialists with the LETRS training 	Training Schedule and Sign In	Instructional Assistants, Specialist, and Teachers Consistent in Annunciation of Letter Sounds	Kindergarten Teachers Principal	11/30/2019	6/1/2020	Possible Classified Additional Time	Building Budget
<ul style="list-style-type: none"> Continued daily Heggerty lessons with LETRS training application 	Observation and Teacher Lesson Plans	Heggerty progress monitoring assessments demonstrate growth	Principal Grade Level Team	9/15/2019	6/1/2020	N/A	Monday Collaboration

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

Columbia Elementary students benefit from access to an abundance of portable devices as well as a computer lab to support their learning. Technology is introduced in early kindergarten where basic skills are learned and is quickly a natural part of the instructional program. Students at all grade levels use technology to research, access online curricular resources, and support individualized learning.

Some Columbia Elementary students do not have access to technology at home, so opportunities to become proficient with electronic media at school promotes equity. Technology is always a support to instruction rather than the focal point, yet future ready learning must include fluency with media of all types. Technology has impacted learning in a positive way as all students now have access to the same online supports and ample opportunity to practice skills needed in a digital age.

How does parent, family, and community involvement impact student learning in your school?

Constituent involvement at Columbia Elementary is essential for student learning. Parents and families partner with teachers to set student goals at conferences at least twice a year and continue to engage in progress monitoring. Students learn more when there is strong support at home, as well as frequent and rich communication between teachers and families. Students take pride in their work when they know it is appreciated at home and their engagement in learning is stronger because of this partnership.

The community contributes to the leadership and direction of Columbia Elementary through quarterly advisory meetings (Cookies and Conversation), parent representation on the building leadership team, and a robust volunteer program that includes senior reading partners. Business partners support a unique exploratory learning experience each week through exposure to career opportunities and field-related artifacts. Children learn more and know they are supported because of the ever-deepening involvement of families and community members. Continued expansion of community and family involvement is a significant priority at Columbia Elementary.