

Date: May 20, 2021

To: Port Townsend School Board Directors

From: Lisa Condran, Principal, Salish Coast Elementary

Subject: Update on School Improvement Plan

Section I – Summary Goal Statement

- Our overarching goal is as follows: The Salish Coast School Community is committed to improving educational outcomes for all students and reducing gaps in achievement for historically underserved students. Continued implementation of Multi-Tiered Systems of Supports (MTSS), a service delivery framework focused on prevention and problem solving for all students that connects academic and non-academic interventions, is the focus of our 2020-2021 school year plan.

Section II – Accomplishments

- We have continued our implementation of MTSS. This has included in-person and remote intervention groups at each grade level. We have continued to screen, progress monitor, and meet regularly in teams to review student learning data to address prevention and problem solving.
- We have piloted two high quality literacy curricula this school year. The English Language Arts adoption team met on May 5th, 2021 and it appears likely that the school will adopt a literacy curriculum K-5 in the Fall of 2021.
- In regards to our ongoing professional learning in MTSS, Lisa Condran, Principal, and Shelby MacMeekin, Director of Special Services, are participating in the statewide Administrators Improving Multi-Tiered Systems of Support through the University of Washington and The Office of the Superintendent of Public Instruction. This learning is being shared with the Salish Coast MTSS Leadership Team as well as staff across the building. The entire staff have also engaged with work in Inclusionary Practices with Dr. Ann Renker through professional development sessions she has facilitated for Salish Coast Elementary. The next level of professional learning for MTSS will engage the Salish Coast Leadership Team with the University of Minnesota to learn about using our data to make instructional decisions and improve reading outcomes for students at the tier 1, tier 2, and tier 3 levels.

Section III – Data Summary (still need to complete June 2021 assessment)

- A data Summary is below. This represents two screening periods. The first was conducted in September 2020, and the second was conducted in January 2021. We will conduct the final screening in Spring of 2021. Results for this period show that students in grades 2-5 were maintaining an expected amount of growth in reading, and that students in kindergarten and 1st grade were maintaining an expected amount of growth in mathematics. However, the growth in grades 2-5 in math, and in kindergarten and first grade for reading, was less than expected. We are hopeful that the increased number of in-person school days will result in higher growth this last part of the school year.

- **Early Reading English, Kindergarten and 1st Grade**
 - Administered in September 2020 and January 2021
 - Will administer again in June 2021

Risk Level	Fall 2020	Winter 2021	Difference
Low Risk or Above	49%	43%	6% less
Some Risk	28%	24%	4% less
High Risk	23%	33%	10% more

- **CBM Reading, English, Grades 2-5 Overall**
 - Administered in September 2020 and January 2021
 - Will administer again in June 2021

Risk Level	Fall 2020	Winter 2021	Difference
Low Risk or Above	43%	44%	1% more
Some Risk	25%	25%	Same
High Risk	32%	31%	1% less

- **Early Math, Kindergarten and 1st Grade**
 - Administered in September 2020 and January 2021
 - Will administer again in June 2021

Risk Level	Fall 2020	Winter 2021	Difference
Low Risk or Above	60%	58%	2% less
Some Risk	24%	27%	3% more
High Risk	16%	15%	1% less

- **Adaptive Math, Grades 2-5**
 - Administered in September 2020 and January 2021
 - Will administer again in June 2021

Risk Level	Fall 2020	Winter 2021	Difference
Low Risk or Above	64%	53%	11% less
Some Risk	23%	27%	4% more
High Risk	13%	20%	7% more

- **SAEBRS (Social Academic Emotional Behavioral Rating Scale)**
 - Administered only once in November 2020
 - Will administer again in June 2021

Risk Level	Teacher Report	Student Report	Difference
No Risk	77%	68%	9% less
High Risk	23%	32%	9% more