

Salish Coast Elementary School  
School Improvement Plan 2023–2024

School District: Port Townsend.
Building Name: Salish Coast Elementary School
School Code:
Date: 9/18/23

Needs Assessment Summary

Salish Coast Elementary 2022 Run Measures by Student Group											
	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	58.3%				20.0%	20.5%	44.9%		18.6%	57.6%	61.8%
Math Proficiency Rate	53.6%				20.0%	20.5%	42.5%		10.5%	48.5%	57.8%

Areas of Strengths	Overall Growth in ELA SBAC Scores Average of 15% growth between 21-22 & 22-23	Overall Growth in Math SBAC Scores Average of 10% growth between 21-22 & 22-23	Multilingual Learners, 80% had positive growth on WIDA assessment.
Areas for Growth	Regular Attendance Rate: 67%	Students with Disabilities 18.6% were proficient in ELA & 10.5% in Math	Hispanic Latino Students and Multilingual Learners 20% of students were proficient in both ELA & Math.
Strategies for Growth Areas	Attendance: Meet social/emotional learning needs and improve family partnerships.	Bridging Connections Between Special Education and General Education: Changing scheduling and student placement to encourage increased collaboration between general education and special education teaching staff and support personnel	Continuation of BIPOC student union to increase feeling of belonging. Professional development for teaching staff on culturally responsive education pedagogy.

**SY 2023–2024 SMARTIE Goal #1:** By the end of the 2023-2024 School Year, the percentage of students at or above the benchmark on Social Emotional Academic Behavioral Rating Scale will increase by 10% overall in each grade level and a 10% increase in positive responses on the Center for Educational Effectiveness related to belonging and identity.

Activities	Measures	Timeframe	Lead	Resource
All students will receive Tier 1 Social Emotional Learning and be supported by a robust Positive Behavior Intervention Supports (PBIS) system.	Data utilized will include attendance data, SAEBRS Data, student discipline referrals, and Center for Educational Effectiveness Data related to student wellbeing.	Data will be collected at least three times per year utilizing the SAEBRS screening procedure. Student discipline data and attendance will be reviewed monthly.	All certificated staff members at Salish Coast Elementary are responsible for implementing, measuring, and adjusting the curriculum for social emotional learning. The lead for this work is our Building/MTSS Leadership Team	Resources include Tier 1 social emotional learning curriculum, regulation stations for each teaching space, and a menu of Tier 2 & 3 interventions for students needing additional support.
Tier 2 and 3 Interventions will be provided in Social/Emotional Learning to students whose assessment results show they are below benchmark in these areas.	Based on SAEBRS data, office referrals, and staff and family recommendations, students will be provided appropriate interventions to meet their learning needs. This will be a continuous process over the course of the 22-23 School Year.	Data will be collected at least three times per year utilizing the SAEBRS screening procedure. Student discipline data and attendance will be reviewed monthly. Additionally, data related to specific Tier 2 & 3 interventions, such as check in and check out will be regularly reviewed.	The wellness room staff, the interventionists, specialists, counselor, school psychologist, principal, and Dean of Students will take the lead in this work that is the responsibility of all staff members at the school.	Interventions provided as appropriate: mentoring, additional social skills instruction (programs such as Zones of Regulation, Skill Streaming, Everyday Speech), small group counseling, Check in Check out (CICO), and Scheduled Wellness Room sensory breaks. Professional Learning will be provided on these topics to staff. Community resources include Discovery Behavioral Health, the YMCA, and Jumping Mouse.
Salish Coast students and families will be engaged and enjoy being at school. They will understand the importance of being at school.	Data utilized will include attendance data and Center for Educational Effectiveness Data related to student and family engagement.	Over the course of the 23-24 school year, Salish Coast elementary school staff will promote safety, respect, and inclusion for all families. There will be a monthly attendance team that identifies students who are chronically absent and implements strategies to support these students and families in improving their attendance.	All staff at Salish Coast Elementary are responsible for helping realize the PT Promise: Every Student will be known, supported, and engaged in our schools and graduate with the skills to thrive in the world and change it for the better. The attendance team that consists of administration, nurse, and counseling staff will comprise the attendance team.	The school attendance team will develop a tiered system of support for student social/emotional needs, as well as their support for attendance.
Salish Coast will develop a family involvement plan aligned with our school improvement plan that focuses on these six areas defined by board policy and procedure: 1. Communication 2. Parenting & Home Environment 3. Student Learning 4. Volunteering 5. School Decision-Making & Advocacy 6. Collaborating with the Community, resources to strengthen partnership and student learning.	Over the course of the 23-24 School Year, Salish Coast’s leadership team will develop and implement a family involvement plan with monthly goals and objectives in the six areas identified by board policy and procedure. The leadership team will review progress once a month. Family input on the effectiveness of the plan and its implementation will be collected three times a year at minimum.	This will be implemented over the course of the 23-24 school year with a monthly review by the BLT/MTSS Leadership Team	All staff at Salish Coast Elementary are responsible for family engagement. Additional paid time is being given to staff to realize this vision. Family engagement will be largely planned and implemented by specialist and intervention teachers.	Resources will include the use of multiple communication formats, including but not limited to website, school messenger, GoTo soft phone system, SeeSaw, Google Classroom, phone calls, and home visits. Parenting classes and other support will be offered to all families. Student learning resources will be emphasized on our website. Students and families will be given regular information about learning progress. Collaboration with PTA and the community will be an essential part of this plan.

**SY 2023–2024 SMARTIE Goal #2:** By the end of the 2023-2024 school year, students in all grade levels will show an average of a years’ worth of growth in Mathematics as measured by Fast Bridge Early Math and Adaptive Math measures. For students with disabilities, multilingual learners, and low income students, they will show an average of more than one years’ worth of growth in mathematics.

Activities	Measures	Timeframe	Lead	Resources
Adopted Tier 1 Curriculum will be taught at all grade levels Preschool through Fifth Grade in Mathematics This will be monitored through observation, grade level team collaboration, and curriculum-based assessments.	Curriculum-based assessments in Mathematics and FastBridge Assessments will be utilized. FastBridge Baseline: FastBridge Early Math, Grades K & 1st: Risk: 70% Low, 7% Some, 23% High Adaptive Math FastBridge Grades 2-5: Risk: 68% Low, 14% Some, 18% High	FastBridge Assessments will be collected a minimum of 3 times a year. Curriculum-based assessments will also be collected a minimum of 3 times per year.	All teachers of Mathematics, The Dean of Students/MTSS Coach, and the Principal.	The curriculum utilized for math will be Bridges in Mathematics and Number Corner Curricula. Project-based learning will be integrated into the Mathematics Curriculum as appropriate. Job-embedded professional learning through Professional Learning Communities will be provided that includes collaborative lesson planning; review of student work; and use of curriculum--based professional learning protocols.
Tier 2 and 3 Interventions will be provided in Mathematics to students whose assessment results show they are below benchmark in these areas.	Students will be given universal screening measures three times a year and progress monitoring measures at least twice a month. Based on this data, students will be placed into appropriate intervention groups to meet their learning needs.	FastBridge Assessments will be collected a minimum of 3 times a year. Curriculum-based assessments will also be collected a minimum of 3 times per year.	All certificated staff members at Salish Coast Elementary are responsible for implementing interventions. The lead for this work is our MTSS Coach and Dean of Students, Tracy Gallegos and the Intervention Team of Cherry Chenruk-Geelan, and Sandie Marcum.	Interventions for students in the areas of mathematics or literacy occur four days per week for approximately 45 minutes per day. The addition of two Transition To Kindergarten programs for four-year-old students to provide early intervention.
Teachers provide daily instruction in comprehension processes across subjects to address the needs of all learners.	Curriculum-based assessments in Mathematics and FastBridge Assessments will be utilized.	The 23-24 School Year will be the time period. FastBridge Assessments will be collected a minimum of 3 times a year. Curriculum-based assessments will also be collected a minimum of 3 times per year.	All teachers of Mathematics, The Dean of Students/MTSS Coach, and the Principal.	The Comprehension Toolkit and instruction in thinking strategies will be utilized for these goals.
Teams meet every eight weeks to review student assessment data. This includes grade level teams, the multidisciplinary team, and the intervention team.	Meeting notes from data protocols used by teams across the school.	The 23-24 School Year will be the time period. FastBridge Assessments will be collected a minimum of 3 times a year. Curriculum-based assessments will also be collected a minimum of 3 times per year.	All teachers of English Language Arts, The Dean of Students/MTSS Coach, and the Principal. Additional support staff will support this work, such as special education case managers and the multilingual learner teacher.	Resources for this include data protocols, assessment data, and a school-wide assessment calendar that will be developed over the course of the year.

**SY 2023–2024 SMARTIE Goal #3:** By the end of the 2023-2024 school year, students in all grade levels will show an average of a years' worth of growth in English Language Arts as measured by Fast Bridge Early Reading, CBM Reading, and Adaptive Reading measures. Students with disabilities, multilingual learners, and low income students will show an average of more than a years' worth of growth.

Activities	Measures	Timeframe	Lead	Resources
Tier 1 Curriculum will be taught at Preschool through Fifth Grade in English Language Arts. This will be monitored through observation, grade level team collaboration, and curriculum-based assessments.	Curriculum-based assessments in English Language Arts and FastBridge Assessments will be utilized. Fastbridge Baseline: Early Reading, K & 1st: Risk: 56% Low, 10% Some, 34% High Adaptive Reading FastBridge, 2-5: Risk: 69% Low, 7% Some, 24% High	FastBridge Assessments and curriculum-based assessments will be collected a minimum of 3 times a year.	All teachers of English Language Arts, The Dean /MTSS Coach, and the Principal.	ELA Curriculum integrity implementation checks with Integration of Place-Based Learning. Professional Learning Communities will engage in collaborative lesson planning; review of student work; and use of curriculum--based professional learning protocols.
Tier 2 and 3 Interventions will be provided in English Language Arts to students whose assessment results show they are below benchmark in these areas.	Students will be given universal screening measures three times a year and progress monitoring measures at least twice a month. Based on this data, students will be placed into appropriate intervention groups to meet their learning needs.	FastBridge Assessments and Curriculum-based assessments will be collected a minimum of three times a year.	All certificated staff members at Salish Coast Elementary are responsible for implementing interventions. The lead for this work is our MTSS Coach/Dean Tracy Gallegos and the Intervention Teachers .	Interventions for students in the area of mathematics or literacy occur four days per week. The addition of two Transition To Kindergarten programs provide early intervention by having a full year of school prior to kindergarten.
Teachers provide daily instruction in comprehension processes across subjects to address the needs of all learners. This will include a focus on one comprehension strategy per month.	Curriculum-based assessments in English Language Arts and FastBridge Assessments will be utilized.	The 23-24 School Year will be the time period. FastBridge Assessments will be collected a minimum of 3 times a year. Curriculum-based assessments will also be collected a minimum of 3 times per year.	All teachers of English Language Arts, The Dean of Students/MTSS Coach, and the Principal. The leadership for this work will be facilitated through the staff who have attended PEBC Thinking Strategies Institute.	Instruction in thinking strategies will be utilized for these goals. There are materials available for professional development as well as materials that can be used in the Google Drive.
Teachers provide daily instruction in writing skills.	Curriculum-based assessments in English Language Arts will be utilized.	FastBridge Assessments and Curriculum-based assessments will be collected a minimum of 3 times a year.	All teachers of English Language Arts, The Dean/MTSS Coach, and the Principal. Our occupational therapist can be a resource for strategies to assist with handwriting concerns.	Teachers will utilize the work that was completed during the year-long District focus on writing strategies. For foundational writing skills, Foundations and Handwriting without Tears will be utilized.
Teams meet every eight weeks to review student assessment data. This includes grade level teams, the multidisciplinary team, and the intervention team. Teachers provide Tier 1 instruction with Universal Design for Learning Strategies.	Curriculum-based assessments in English Language Arts and FastBridge Assessments will be utilized. Meeting notes from data protocols used by teams across the school.	FastBridge Assessments will be collected a minimum of 3 times a year. Curriculum-based assessments will also be collected a minimum of 3 times per year.	All teachers of English Language Arts, The Dean of Students/MTSS Coach, and the Principal. Additional support staff will support this work, such as special education case managers and the multilingual learner teacher.	Resources for Universal Design for Learning will be utilized for Wit and Wisdom curriculum mapping.. Professional learning will be provided on cooperative learning strategies as well as culturally responsive teaching. A school-wide assessment calendar and data protocols will be developed over the course of the school year.