

Salish Coast School Improvement Plan 2022–2023

School District: Port Townsend School District

Building Name: Salish Coast Elementary School

Date: October 10th, 2022

Leadership Team: Danielle Moyer, Grade 3; Dave McMillen, Grade 4; Glenna Nelson, Grade 1; Jason Lynch, PBIS Teacher and Coach; Kathryn Molotsky, OPEPO Math Teacher, Grades 1–4; Lisa Condran, Principal; Renee Neugent, OPEPO Literacy Teacher, Grades 1–4; Sarah Neville, Grade 2; Tracy Gallegos, Dean of Students and MTSS Coach.

PT SCHOOLS PROMISE:

All students will receive Tier 1 Social Emotional Learning and be supported by a robust Positive Behavior Intervention Supports (PBIS) system.	Over the course of the 22-23 School Year, all Salish Coast students will receive instruction in social/emotional learning, restorative practices, and school-wide expectations.	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: Leadership Team: Danielle Moyer, Dave McMillen, Glenna Nelson, Jason Lynch, Kathryn Molotsky, Lisa Condran, Renee Neugent, Sarah Neville, Tracy Gallegos.	Over the course of the 22-23 School Year, all Salish Coast students will receive instruction in Second Step Social Emotional Learning Curriculum. Additionally, students will be taught and positively recognized for meeting PBIS expectations. There will also be an emphasis on class meetings and restorative responses school-wide. Professional development in these areas will be provided throughout the year with an emphasis on Universal Design of Learning.	Twice a year students will be screened using the Social Emotional Academic Behavior Rating Scale (SAEBRS), which includes a teacher and student rating scale. Office discipline referrals and positive recognitions through Educlimber, our data management system, will be another data source to evaluate student progress in this area. Currently only 13% of students in grades 2-5 feel they are at benchmark in the emotional screening portion.
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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.

VISION 2027 Goals				Vision 2027 Supports	
Goal 1: aligned with Salish Coast Goals 2 & 3				Promote Wellness: Aligned with Salish Coast Goal #3	
Goal 2: Aligned with Salish Coast Goal 1 & 3				Match Instruction to Student Need: Aligned with Salish Coast Goals # 1 & 3	
Goal 3: Aligned with Salish Coast Goal #3				Partner with Families and Community: Aligned with Salish Coast Goal #2	
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PT SCHOOLS VISION 2027

Goal 1
SHOWING UP:
STUDENTS ATTEND REGULARLY

Goal 2
MAKING PROGRESS EVERY YEAR:
MEETING GRADE-LEVEL STANDARDS

Goal 3
PREPARED FOR LIFE:
POST-GRADUATION SUCCESS IN
HIGHER EDUCATION AND CAREER.

**HOW DO WE KNOW AND SUPPORT ALL
STUDENTS TO PROVIDE THE WIND
FOR OUR SAILS?**

PROMOTE WELLNESS

MATCH INSTRUCTION TO STUDENT NEED

PARTNER WITH FAMILIES
AND COMMUNITY

**HOW DO WE
ENGAGE ALL
STUDENTS TO
BUILD THE
FABRIC FOR OUR
SAILS?**

CHOICES
FOR STUDENTS

PLACE-BASED
LEARNING

REAL WORLD
CONNECTIONS

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Over the course of the 22-23 School Year, all Salish Coast students will receive instruction in social/emotional learning, restorative practices, and school-wide expectations.

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Title I Needs Assessment Summary

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Salish Coast Elementary

2017-2019 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	61.3%				26.1%	21.2%	46.6%		20.9%	65.5%	64.1%
Math Proficiency Rate	60.3%				30.4%	21.9%	49.4%		15.3%	55.2%	64.2%
ELA Median SGP	46						44.5		31.5		46
Math Median SGP	46						41		39.5		49
Graduation Rate											
EL Progress Rate*	64.9%										
Regular Attendance Rate	77.6%		61.5%		71.2%	65.6%	75.0%		72.2%	73.2%	79.2%
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners

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Behavior Intervention Supports (PBIS) system.

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Needs Assessment Summary from Washington School Improvement Framework

Areas of Relative Strength	Areas of Opportunity	What it will take to build strength in areas of opportunity	Spring 22 FastBridge Subgroup Data
Overall ELA Proficiency	Regular Attendance Rate	Meet social/emotional learning needs and improve family partnerships.	Attendance 21-22 Overall Average: 84.3% No significant subgroup gaps
Overall Math Proficiency, White and Two or More Races—ELA Proficiency	English Learner ELA Proficiency, Hispanic/Latino ELA Proficiency, Low Income ELA Proficiency, Students with Disabilities ELA Proficiency	Analysis of the assessment results of these subgroups to match instruction to need.	ELA 21-22 65% students at or above Benchmark Low Income: 58% Students with Disabilities: 17% English Learners: 22% SBAC data for Hispanic/Latino ELA: 21% proficient vs. 54% white proficient

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Low Income Math Proficiency, White and Two or More Races—Math Proficiency	English Learner Math Proficiency, Hispanic/Latino Math Proficiency, Students with Disabilities Math Proficiency	Analysis of the assessment results of these subgroups to match instruction to need.	Math 21-22 Overall Average: 61% students at or above Benchmark Students with Disabilities: 12% English Learners: 32% SBAC data for Hispanic/Latino Math 29% vs 46% white proficient
English Learner Progress Rate		Addition of the English Learner Teacher FTE will keep the progress rate of English Learners strong.	During the 21-22 School year, 67% of English learner students made more than one years' worth of growth in ELA

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Typical Student at SCES that is a representational example of the student population

Strengths of a Learner at Salish Coast	Challenges of a Learner at Salish Coast	Important Relationships for a Salish Coast learner
Curious and Eager to Learn Resilient Emotionally intelligent and emotionally aware. Open and accepting of others who are different from them. They are inclusive. Attentive and willing to focus on their teacher. They are willing to play with others who may not have social skills.	It's hard to avoid distractions in the classroom when others are distracting. There are limited alternative learning environments that are less stimulating. New students can have a challenge in connecting with other students. It can be a close community that is hard to break into. There are some limits to life experiences due to being on a peninsula on a peninsula.	They have good friends They have an extensive support system with our Salish Coast staff that includes office staff, paraeducators, teachers, custodians, and others. The connection between the school and families is strong for supporting students. Generational school attendance in Port Townsend provides connectivity and connection.

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Goal #1: Over the course of the 2022-23 school year, the percentage of students at or above benchmark in reading and math will increase by at least 10% as measured by universal screening data.

Activities	Timeframe	Lead	Resources	Measures
Adopted Tier 1 Curriculum will be taught at all grade levels Preschool through Fifth Grade in the areas of Mathematics and Literacy. This will be monitored through observation, grade level team collaboration, and curriculum-based assessments.	The length of time for the purpose of this goal is the duration of the 22-23 School Year.	All certificated staff members at Salish Coast Elementary are responsible for implementing, measuring, and adjusting the curriculum for literacy and math. The lead for this work is our Building/MTSS Leadership Team: Leadership Team: Danielle Moyer, Dave McMillen, Glenna Nelson, Jason Lynch, Kathryn Molotsky, Lisa Condran, Renee Neugent, Sarah Neville, Tracy Gallegos	The curriculum utilized for math will be Bridges in Mathematics and Number Corner. For Literacy, it will include Wit and Wisdom, Foundations, and Heggerty Phonemic Awareness. Project-based learning will be integrated into the Wit and Wisdom Curriculum. Job-embedded professional learning through Professional Learning Communities will be provided that includes	An average of 10% more students will be at or above benchmark as measured on the early reading/adaptive reading and early math/adaptive math FastBridge universal screening tests. For subgroups identified in the needs assessment, there will be an increase of 15% or more of students at or above benchmark as measured on the adaptive reading and adaptive math

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			collaborative lesson planning; review of student work; and use of curriculum-based professional learning protocols.	FastBridge universal screening tests.
Tier 2 and 3 Interventions will be provided in Literacy and 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. This will be a continuous process over the course of the 22-23 School Year.	All certificated staff members at Salish Coast Elementary are responsible for implementing interventions to support students in making progress toward meeting benchmark standards in literacy and mathematics. The lead for this work is our MTSS Coach and Dean of Students, Tracy Gallegos and the Intervention Team of Cherry Chenruk-Geelan, Sandie Marcum, and Tristan Marcum.	Interventions for students in the areas of mathematics and literacy occur four days per week for 45-60 minutes per week for students in grades 1-5. In Kindergarten the intervention block is four days per week for 25 minutes. Interventions utilized in the area of literacy include Foundations, Leveled Literacy Intervention, Just Words, Morpheme Magic, Rewards, Wilson Reading System, and Reading Mastery. Interventions utilized in the area of mathematics include: Do the Math, Bridges Intervention, and	Over the course of the 2022-23 School Year, 10% of students needing Tier 3 level of support will move to needing Tier 2 level of support and 10% of students needing Tier 2 level of support will move to being at benchmark or above.

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			Early Numeracy Intervention. Three additional strategies utilized this year include: 1. An extended intervention time for our 2nd graders, who were identified as having the greatest need 2. The development of an additional enrichment block at two grade levels, which decreases the size of two intervention groups. 3. The addition of a Transitional Kindergarten program for four-year-old students to provide early intervention.	
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Goal #2: SCES will reduce the percentage of students who are chronically absent by at least 5% in the 2022-23 School Year compared to the 2021-22 School Year.

Activities	Timeframe	Lead	Resources	Measures
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Salish Coast students and families will be engaged and enjoy being at school. They will understand the importance of being at school.	Over the course of the 22-23 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 Salish Coast attendance team consists of Lisa Condran, Principal, Ellen Thomas, Counselor, Ali Poli, Social Worker, Nicole Hankel, Secretary, and Tracy Gallegos, Dean of Students.	The resources provided through OSPI and the organization Attendance Works will guide our efforts to improve attendance. The five main strategies are: 1. Engage students and families by providing a welcoming culture that promotes safety and respect. 2. Recognize good and improved attendance. 3. Monitor attendance data and utilize data tools from Educlimber and Attendance Works. 4. Provide Personalized Early Outreach. 5. Develop Programmatic response to barriers.	Attendance data and analysis will show improved attendance for all students. SAEBRS (Social Academic Emotional Behavioral Rating Scale) screening data will show improved scores for the Academic portion of the screening. We will move from 17% chronically absent to 12%. Center for Educational Effectiveness Data will show improvement on questions related to student and family engagement in school by 15% more students indicating that they almost always or often belong to a group of friends and feel proud of their school. The three questions targeted are belonging to a group of friends (currently 63%);
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				being proud of our school (currently 49%); and families feeling involved in important decisions for their students (currently 57%).
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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 2022-23 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 plan will be the responsibility of every Salish Coast Elementary staff member. the lead for this work is our Building/MTSS Leadership Team: Leadership Team: Danielle Moyer, Dave McMillen, Glenna Nelson, Jason Lynch, Kathryn Molotsky, Lisa Condran, Renee Neugent, Sarah Neville, Tracy Gallegos. Support from the Director of Students Services, Shelby MacMeekin, will support the elements of the plan aligned to Title I requirements.	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.	Attendance data and analysis will show improved attendance for all students. SAEBRS (Social Academic Emotional Behavioral Rating Scale) screening data will show improved scores for the Academic portion of the screening. Center for Educational Effectiveness Data will show improvement on questions related to student and family engagement in school; communication regarding student progress and other areas related to this plan. The three questions targeted are belonging to a group of friends (currently 63%); being proud of our school (currently 49%); and families feeling involved in
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				important decisions for their students (currently 57%).
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Goal #3: SCES students' social-emotional well-being will improve over the course of the 2022-23 School Year, as measured by an increase of 15% or more of the percentage of students at or above benchmark on the emotional screening portion of our social/emotional screening tool.

Activities	Timeframe	Lead	Resources	Measures

All students will receive Tier 1 Social Emotional Learning and be supported by a robust Positive Behavior Intervention Supports (PBIS) system.	Over the course of the 22-23 School Year, all Salish Coast students will receive instruction in social/emotional learning, restorative practices, and school-wide expectations.	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: Leadership Team: Danielle Moyer, Dave McMillen, Glenna Nelson, Jason Lynch, Kathryn Molotsky, Lisa Condran, Renee Neugent, Sarah Neville, Tracy Gallegos.	Over the course of the 22-23 School Year, all Salish Coast students will receive instruction in Second Step Social Emotional Learning Curriculum. Additionally, students will be taught and positively recognized for meeting PBIS expectations. There will also be an emphasis on class meetings and restorative responses school-wide. Professional development in these areas will be provided throughout the year with an emphasis on Universal Design of Learning.	Twice a year students will be screened using the Social Emotional Academic Behavior Rating Scale (SAEBRS), which includes a teacher and student rating scale. Office discipline referrals and positive recognitions through Educlimber, our data management system, will be another data source to evaluate student progress in this area. Currently only 13% of students in grades 2-5 feel they are at benchmark in the emotional screening portion
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Template Matrix for Combining Funds to Support Our School-wide Program

Program	Amount Available	How the Intents and Purposes of the Program will be Met
ESSER	350,992	ESSER funds have been used to support social emotional goals for students through the purchase of one day of social worker contract through ESD 114.
Title 1	274,000	Title 1 funds are based on a needs assessment that is used to identify educational needs. Title 1 funds are being used to support Tier 2 and Tier 3 interventions in order to support a robust MTSS system that includes universal screening for all students in English Language Arts, Math, and Social Emotional Needs; Targeted interventions that are aligned to student need; regular progress monitoring; a system for adjustment when interventions are not working; and assurances that family engagement will be a part of the system.
Learning Assistance Program	259,000	Learning Assistance Program funds are used for a variety of Tier 2 and Tier 3 intervention support for students not meeting academic standards in the areas of English language Arts (ELA), mathematics, and/or behavior impacting students academic achievement; including expenses related to diagnostic assessments for Dyslexia, progress monitoring, and fidelity measures aligned with research based interventions.

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Basic Education and supplemental Levy Funds	3,517,000	Funds are used for Instruction- aligned to grade level specific standards including differentiation and enrichment services as needed - for all students. For example, classroom, art, music, PE teachers, text books, supplemental materials, supplies, equipment, technology, staff development, and substitutes.
Total	4,400,992	

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