

SIP Template

Planning Year 2022-2023

Implementation September 2023-June 2026

Bowman Creek

School Improvement Plan



School Improvement Plan Adopted by the Auburn School Board of Directors on
insert school board approval date here.

September 2023-June 2026
Auburn School District Strategic Plan 2022 - 2027

Auburn School District Mission Statement:

Our Common Work on Behalf of Students and Families

In a culture of equity and excellence we engage, educate and empower each student for success beyond graduation.

Auburn School District Vision:

Our Aspirations

Each student will have an educational experience in which they are seen and valued for who they are now, while developing their full academic and social potential to prepare them for the future they choose.

Focused Foundational Priorities Key to SIP

Foundation 1:

Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership
Priorities

- A welcoming environment for families, students and staff.
- Culturally responsive practices (Instruction & Leadership).
- Students meeting and exceeding grade level and content area standards.

Foundation 2:

Family, Student and Staff Partnerships

Priorities:

- Students learning life-ready skills (financial, communication, technical, emotional intelligence).
- Prepare each student for college, career and beyond graduation.

Foundation 3:

Skilled, Diverse Staff that Represent the Community

Priorities:

- Professional development to achieve the strategic priorities.

Foundation 4:

Innovative Systems & Structures

Priorities:

- Revamp and streamline systems to support students, families and staff.

SIP Template

Date Plan Reviewed by District Team	
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School Improvement Team Signatures 2023-2026			
Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Anne Gayman	Principal		
Phynisha Moss	Parent/Guardian		
	Student*		
Holli Brown	Community Member		
Donna Casanova	4th grade teacher		
Kelsie Anderson	Kindergarten teacher		
Jenny Herndon	ML teacher		
Alisa Louie	Instructional Specialist		
Jessica Hendricks	5th grade teacher		
Emily Mischke	3rd grade teacher		
Leah Littell	2nd grade teacher		
Tammy House	1st grade teacher		
John Harlor	LAP Specialist		
Dawne Cairney	Staff		
*Each team must include staff, students, families/parents/guardians and community members.			

Stakeholder Input

Write a description of your SIP team's process, including when and the frequency of meetings, how all staff were involved in the process and how decisions were made.

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The SIP team is composed of the school administrators, the instructional specialist, the LAP teacher, the ML teacher, the Resource Room teacher, and a representative from each grade level. The SIP team meets monthly, for 30-60 minutes before school.

During the year the SIP plan is written, the SIP team increases meetings to twice monthly as needed. The team working on the SIP plan at district meetings reports back to the entire SIP team. SIP members are asked to get feedback from their teams to bring back. Additionally, data reviews are conducted with the entire staff at hour long staff meetings wherein narrative statements are written.

Signatures for Approval

District Leadership		
Alan Spicciati	Superintendent	
School Board		
Sheilia McLaughlin	District Director 1	
Arlista Holman	District Director 2	
Valorie Gonzales	District Director 3	
Laura Theimer	District Director 4	
Tracy Arnold	District Director 5	

School Mission

In a welcoming and collaborative environment of equity and excellence, we create relationships to holistically engage, educate and empower each student for success.

School Vision

Each student will have a safe and rigorous educational experience in which to develop their full academic and social potential, preparing them for the future they choose.

Parent Engagement – SWT 2/LAP

Parents attend Open house and a Meet and Greet prior to school starting. During the school year parents are invited to school events (reading, math and science nights), PTA events, classroom visitations, volunteering and on-site visits. Our school works with the Family Liaison, health tech and counselor to support families with food, clothing and other essentials.

Student Transitions – SWT 2 & 3/LAP

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ECE staff meet regularly with kindergarten teachers to share information regarding pre-school students moving from ECE to kindergarten. These students are also tested during each summer and included in our summer Jump Start program. Students in 5th grade are invited to their middle school to visit prior to the end of the year. The middle school staff also come to the school to visit classrooms. Conversations between counselors and teachers help smooth the transition as well.

Grade level teams meet to determine next grade level placement (grade level transitions) based on student needs. Vertically, teams share information needed to support academic success to the receiving grade level.

Assessment Decisions – SWT 3/LAP

Describe teacher involvement in analyzing assessment data to make instructional decisions for students not meeting standard in literacy and math.

Grade level and specialist data meetings are held times each year, wherein students at risk or not meeting standards are identified. LAP groups, Walk to Read groups, Tier 3 and teacher support are determined in these meetings. Based on discussions of student need at these meetings, teachers determine instructional strategies and scope/sequence.

Teachers meet twice monthly in PLC meetings to review data and adjust instruction and Tier 2 supports. .

Effective, Timely Assistance – SWT 2 &3/LAP

Describe tiered system of response to student needs using rank order lists. How are at risk students identified, served, and progress monitored? How are services across programs (Core, ELL, Title I/LAP, SpEd) aligned?

Students are identified for LAP/T-I and are rank ordered. Students in kindergarten through grade 5 who score below standard for his/her grade level using multiple measures of performance, including the statewide student assessments or other assessments/performance tools administered by the school/district receive LAP/T-I services dependent on their ranking. Students with greatest academic deficits in basic skills as identified by statewide, school and/or district assessments or other performance measures are served in LAP/T-I. Using the data obtained, multi-tiered systems of support are implemented in our school. Multi-tiered systems of support are small LAP (Tier 2 groups). Progress is discussed at PLCs. Should students need additional supports, the school Intervention Team holds a meeting to discuss next steps. Tier 3 - 1:1 or in very small groups - can be implemented to provide targeted instruction.

Prioritized Challenges

During staff meetings, all staff were involved in analyzing data.. Staff were also involved in writing and prioritizing challenges and creating narrative statements.

Goal 1 Literacy:

List the 4 - 6 prioritized challenges

1. 60.8% of all students met standard on the Smarter Balanced Assessment (ELA) in Spring 2022.
2. 51.6% of 3rd grade students met standard on the Smarter Balanced Assessment (ELA) in Spring 2022, compared to 61.5% of 4th grade students and 70.2% of 5th grade students.

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3. 41.4% of students identified as low Household Income State met standard, compared to 74% of students identified as non-low Household Income on the Smarter Balanced Assessment (ELA) in Spring 2022.
4. 15.8% of Pacific Islanders met standard on the Smarter Balanced Assessment (ELA) in Spring 2022.
5. In fall of 2022, 29% of Pacific Islander 5th graders scored in the intensive category of DIBELS ORF versus 12% of all students.

Goal 2 Math :

List the 4 - 6 prioritized challenges

1. 61.8% of all students met standard on the Smarter Balanced Assessment (math) in Spring 2022.
2. 59.6% of 5th grade students met standard on the Smarter Balanced Assessment (math) in Spring 2022, compared to 65.6% of 3rd grade students and 60.0% of 4th grade students.
3. 42.9% of students identified as low Household Income State met standard on the Smarter Balanced Assessment (math) versus 74% of students identified as non-low Household income in Spring 2022.
4. 15.8% of Pacific Islanders met standard on the Smarter Balanced Assessment (Math) in Spring 2022.

Goal 3

- ☐ Elementary & Middle School: Culturally Responsive Practices/Equitable Actions
- ☒ High School: ~~Credit Attainment/Graduation Rate~~

List the 4 - 6 prioritized challenges

1. **The 2022 CEE staff data shows a 23.1% “I vs They Gap” in the area of “Willingness to Work at Change”
2. The 2022 CEE data shows a 28% difference between the staff statement “Students believe the adults in this school genuinely care about them,” (100%) and the student statement “In this school, there is at least one adult who knows and cares about me.” (72%)
3. Students reported, “My teachers help me learn by challenging me with interesting activities in class” 55% of the time on the 2022 CEE data.
4. The Focused Professional Development category had the lowest percentage of positive response on the 2022 CEE survey with 45.5% of staff reporting, “We talk about race and bigotry as a staff,” and 45% of staff reporting “peer observation/coaching and feedback is a tool we use to improve instruction.”

SMART(IE) Goal

Your SMART(IE) Goals and Action Steps must address your prioritized Challenge Narratives from your data analysis. SMART(IE) Goal Definition - OSPI: Goals for improvement are specific, measurable, attainable, realistic, timebound, inclusive and equitable in describing what will be improved by how much, by when, and for what/whom.

SMARTIE Goal 1 - Literacy:

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Describe alignment to District Strategic Plan Foundational Priorities:

Our goal aligns to the following foundations.

Foundation 1:

Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership

Priorities

- *A welcoming environment for families, students and staff.*
- *Culturally responsive practices (Instruction & Leadership).*
- *Students meeting and exceeding grade level and content area standards.*

Foundation 2:

Family, Student and Staff Partnerships

Priorities:

- *Students learning life-ready skills (financial, communication, technical, emotional intelligence).*
- *Prepare each student for college, career and beyond graduation.*

The percent of students in Grades 3, 4, and 5 at Bowman Creek Elementary School scoring at Level 1 in ELA will decrease from 20.4% in 2022 to 5.4% in 2026, with the percent of Household Income (low income) students decreasing from 35.7% in 2022 to 15.7% in 2026, as measured by the State assessment in ELA.

Baseline by Grade: 3rd 25%, 4th 19%, 5th 15%

Baseline by Grade for HHI Students: 3rd 35%, 4th 48%, 5th 24%

SMARTIE Goal 2 - Math:

Describe alignment to District Strategic Plan Foundational Priorities:

Our goal aligns to the following foundations.

Foundation 1:

Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership

Priorities

- *A welcoming environment for families, students and staff.*
- *Culturally responsive practices (Instruction & Leadership).*
- *Students meeting and exceeding grade level and content area standards.*

Foundation 2:

Family, Student and Staff Partnerships

Priorities:

- *Students learning life-ready skills (financial, communication, technical, emotional intelligence).*
- *Prepare each student for college, career and beyond graduation.*

The percent of students in Grades 3, 4, and 5 at Bowman Creek Elementary School scoring at Level 1 in

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Math will decrease from 18.3% in 2022 to 3.3% in 2026, with the percent of Household Income (low income) students decreasing from 31.4% in 2022 to 11.4% in 2026, as measured by the State assessment in Math.

Baseline by Grade: 3rd 21%, 4th 14%, 5th 23%

Baseline by Grade for HHI Students: 3rd 38%, 4th 30%, 5th 24%

SMARTIE Goal 3:

Describe alignment to District Strategic Plan Foundational Priorities:

Our goal aligns to the following foundations.

Foundation 1:

*Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership
Priorities*

- *A welcoming environment for families, students and staff.*
- *Culturally responsive practices (Instruction & Leadership).*
- *Students meeting and exceeding grade level and content area standards.*

The percent of staff, students and family at Bowman Creek Elementary School that provide a positive response to statements regarding confronting bias will increase.

- “We talk about race and bigotry as a staff,” (staff survey) will increase from 46% in 2022 to 80% in 2026, as measured by the CEE survey.
- “Our school engages in difficult conversations about race, gender, oppression and discrimination,” (student survey) will increase from 17% in 2022 to 75% in 2026, as measured by the CEE survey.
- “Our school engages in difficult conversations about race, gender, oppression and discrimination,” (family survey) will increase from 84% in 2022 to 95% in 2026, as measured by the CEE survey.

Baseline 2022

Staff response: 46% positive response, with 23% being “almost always true” and 23% “often true.”

Student response: 17% positive response, with 17% being “almost always true”

Family response: 84% positive response, with 72% being “almost always true” and 12% “often true.”

The percentage of positive responses on the question of confronting bias will increase to 80% or higher across staff, student, and family surveys

☐ Elementary & Middle School: Culturally Responsive Practices/Equitable Actions

Describe alignment to District Strategic Plan Foundational Priorities:

SMARTIE Goal 1(Literacy):

The percent of students in Grades 3, 4, and 5 at Bowman Creek Elementary School scoring at Level 1 in ELA will decrease from 20.4% in 2022 to 5.4% in 2026, with the percent of Household Income (low income) students decreasing from 35.7% in 2022 to 15.7% in 2026, as measured by the State assessment in ELA. The percent of Multilingual (ML) students will decrease from 63.2% in 2022 to 43.2% in 2026.

Baseline by Grade: 3rd 25%, 4th 19%, 5th 15%

Baseline by Grade for HHI Students: 3rd 35%, 4th 48%, 5th 24%

Baseline for ML Students: 63.2%

Action Plan

Action Step 1 SWT 2 & 3/LAP

Implement teacher clarity, PreK-5 including specialists, by using success criteria and learning targets.

Evidence of Implementation (Teacher Practice)

Specific actions to be taken by teachers
Scaffold across the year

Evidence of Impact (Student Data)

What student data is analyzed to
measure the impact on learning?

Systems to Monitor

How will you measure the degree of
implementation?
What are the measures of teacher practices
that show levels of implementation?
What processes are you using to measure
the impact on learning?

August

Professional Development

7 building hours

Teacher Clarity
learning targets
success criteria
grade level and vertical alignment

September-Mid-November

Clarity for Learning Book Study

Monthly staff meeting- focus: learning
target, success criteria
*Teachers will implement learning
targets and success criteria in reading
and math lessons.*

Fall data meetings

*Grade level teams and all
instructional specialists*

DIBELS Benchmark and PM

iReady Diagnostic

Administration walk throughs:

Every teacher uses success criteria and refers
back to it multiple times during lesson

Students can tell each other, teachers, guests, etc.
what they are learning and how they'll know
they learned it

PLC meeting agendas and notes:

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Teachers model writing LT & SC in notebooks/planners/etc and referring to LT & SC throughout lesson <i>and success criteria in notebooks, based on teacher modeling.</i>	Classroom/district assessments	PLC agendas and notes show evidence of all teams discussing learning targets, success criteria, and modeling of note taking <u>SIP team meetings:</u> Develops a process to add high yield strategies found in the book study over future years
<i>Mid-November- January</i> Clarity for Learning Book Study Monthly staff meeting Focus: learning target, success criteria <i>Teachers will implement learning targets and success criteria in reading and math lessons.</i>	DIBELS Benchmark and PM Classroom/district assessments	<u>Administration walk throughs:</u> Every teacher uses success criteria and refers back to it multiple times during lesson Students can tell each other, teachers, guests, etc. what they are learning and how they'll know they learned it <u>PLC meeting agendas and notes:</u> PLC agendas and notes show evidence of all teams discussing learning targets, success criteria, and modeling of note taking
<i>February-April</i> Clarity for Learning Book Study Monthly staff meeting Focus: feedback <i>Teachers will practice giving timely feedback to students</i>	<u>Winter data meetings</u> <i>Grade level teams and all instructional specialists</i> DIBELS Progress Monitoring iReady Diagnostic Classroom/district assessments	<u>Administration walk throughs:</u> Every teacher provides feedback to students in a variety of ways Students can tell each other, teachers, guests, etc. what they are learning and how they'll know they learned it <u>PLC meeting agendas and notes:</u> PLC agendas and notes show evidence of all teams discussing providing students feedback
<i>April-June</i> Clarity for Learning Book Study Monthly staff meeting Focus: collaboration <i>Teachers will guide students in writing their own success criteria and giving peer feedback</i>	<u>Spring data meetings</u> <i>Grade level teams and all instructional specialists</i> DIBELS Benchmark and PM iReady Diagnostic Classroom/district assessments	<u>Administration walk throughs:</u> Teachers guiding students in writing their own success criteria and giving peer feedback Students can tell each other, teachers, guests, etc. what they are learning and how they'll know they learned it <u>PLC meeting agendas and notes:</u> PLC agendas and notes show evidence of all teams discussing providing students feedback
Action Step 2 SWT 2 & 3/LAP	Implement AVID strategies in all classrooms, Pre-K-5 including specialists.	
Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers	Evidence of Impact (Student Data)	Systems to Monitor How will you measure the degree of implementation?

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Scaffold across the year	What student data is analyzed to measure the impact on learning?	What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?
<p><i>August</i></p> <p>Professional Development</p> <p><u>7 building hours</u></p> <p>Welcome to AVID!</p> <p>Build teacher background knowledge of note-taking, rationale for note-taking at all grade levels and expectations for classroom practice surrounding notes.</p>		
<p><i>September-Mid-November</i></p> <p><u>WICOR Strategies implemented:</u></p> <p>Writing</p> <p>Note taking (school-wide template: Cornell Notes) with interactive class discussion</p> <p><i>Teachers will model note taking.</i></p> <p>Create the notes.</p> <p>Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.</p> <p>Reading</p> <p>teachers model marking the text and focused note-taking</p> <p>Organization</p> <p>K-5 take home folders, 3-5 planners</p> <p>Students keep track of their assignments, schedules, and goals, and reflect on the learner dispositions they utilize to succeed. Students take them home daily; families review student work, goals, and schedule. Promotes home-school connection.</p> <p><u>WICOR Strategies implemented:</u></p>	<p><u>Fall data meetings</u></p> <p><i>Grade level teams and all instructional specialists</i></p> <p>DIBELS Benchmark and PM</p> <p>iReady Diagnostic</p> <p>Classroom/district assessments</p>	<p><u>Administration walk throughs:</u></p> <p>All teachers will use Cornell Notes in ELA instruction.</p> <p><u>PLC meeting agendas and notes:</u></p> <p>PLC agendas and notes show evidence of all teams discussing note taking strategies.</p>

Writing note taking with interactive class discussion, students writing LT & SC (guided/supported by teacher)		
<i>Mid-November- January</i> Think about the notes. Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details.	DIBELS Progress Monitoring Classroom/district assessments	Administration walk throughs: All teachers will use Cornell Notes (revision) in ELA instruction. PLC meeting agendas and notes: PLC agendas and notes show evidence of all teams discussing note taking strategies.
SMARTIE Goal 2 (Math): Evaluate the relative importance of information and ideas in the notes. The percent of students in Grades 3, 4, and 5 at Bowman Creek Elementary School scoring at Level 1 in Math will decrease from 18.3% in 2022 to 3.3% in 2026, with the percent of Household Income (low income) students decreasing from 31.4% in 2022 to 11.4% in 2026, as measured by the State assessment in Math. The percent of Multilingual (ML) students will decrease from 47.4% in 2022 to 27.4% in 2026. Reading Students are marking the text and focused note taking. Organization K-5 take home folders, 3-5 planners, 4th 14%, 5th 23% Baseline by Grade for HHI Students: 3rd 38%, 4th 30%, 5th 24% Baseline for ML Students: 47.4% Students keep track of their assignments, schedules, and goals, and reflect on the learner dispositions they utilize to succeed. Students take them		
home daily; families review student work, goals, and schedule. Promotes home-school connection.	Action Plan	
Action Step 1 Implement	teacher clarity in all classrooms PreK-5, including specialists.	
Evidence of Implementation (Teacher Practice) <i>February-April</i>	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?
Think beyond the notes. Analyze the notes using inquiry to	Winter data meetings Grade level teams and all instructional specialists	Administration walk throughs: All teachers will use Cornell Notes in ELA instruction. Organization strand of WICOR will be evidenced through planners, folders, and student goals.
Analyze connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know. Reading	DIBELS Benchmark and PM iReady Diagnostic Classroom/district assessments	PLC meeting agendas and notes: PLC agendas and notes show evidence of all teams discussing note taking strategies.

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<p><i>September-Mid-November</i> <u>Clarity for Learning Book Study</u> Monthly staff meeting- focus: learning target, success criteria</p> <p><u>WICOR Strategies implemented:</u> <u>Writing</u> note taking with interactive class discussion, teachers model writing and referring to LT & SC</p>	<p><u>Fall data meetings</u> <i>Grade level teams and all instructional specialists</i></p> <p>DIBELS Benchmark and PM</p> <p>iReady Diagnostic</p> <p>Classroom/district assessments</p>	<p><u>Administration walk throughs:</u> Every teacher uses success criteria and refers back to it multiple times during lesson</p> <p>Students can tell each other, teachers, guests, etc. what they are learning and how they'll know they learned it</p> <p><u>PLC meeting agendas and notes:</u> PLC agendas and notes show evidence of all teams discussing learning targets, success criteria, and modeling of note taking</p> <p><u>SIP team meetings:</u> Develops a process to add high yield strategies found in the book study over future years</p>
<p><i>Mid-November- January</i> <u>Clarity for Learning Book Study</u> Monthly staff meeting- focus: learning target, success criteria</p> <p><u>WICOR Strategies implemented:</u> <u>Writing</u> note taking with interactive class discussion, students writing LT & SC (guided/supported by teacher)</p>	<p>DIBELS Benchmark and PM</p> <p>Classroom/district assessments</p>	<p><u>Administration walk throughs:</u> Every teacher uses success criteria and refers back to it multiple times during lesson</p> <p>Students can tell each other, teachers, guests, etc. what they are learning and how they'll know they learned it</p> <p><u>PLC meeting agendas and notes:</u> PLC agendas and notes show evidence of all teams discussing learning targets, success criteria, and modeling of note taking</p>
<p><i>February-April</i> <u>Clarity for Learning Book Study</u> Monthly staff meeting- focus: feedback</p> <p><u>WICOR Strategies implemented:</u> <u>Writing</u> note taking with interactive class discussion, students writing and referring to LT & SC (turn & talk, explain/teach LT & SC to a peer)</p>	<p><u>Winter data meetings</u> <i>Grade level teams and all instructional specialists</i></p> <p>DIBELS Progress Monitoring</p> <p>iReady Diagnostic</p> <p>Classroom/district assessments</p>	<p><u>Administration walk throughs:</u> Every teacher provides feedback to students in a variety of ways</p> <p>Students can tell each other, teachers, guests, etc. what they are learning and how they'll know they learned it</p> <p><u>PLC meeting agendas and notes:</u> PLC agendas and notes show evidence of all teams discussing providing students feedback</p>

SIP Template

<p><i>April-June</i></p> <p>Clarity for Learning Book Study</p> <p>Monthly staff meeting- focus: collaboration</p> <p><u>WICOR Strategies implemented:</u></p> <p>Writing</p> <p>note taking with interactive class discussion, students writing and referring to LT & SC (students can explain how they applied SC during a lesson)</p>	<p><u>Spring data meetings</u></p> <p><i>Grade level teams and all instructional specialists</i></p> <p>DIBELS Benchmark and PM</p> <p>iReady Diagnostic</p> <p>Classroom/district assessments</p>	<p><u>Administration walk throughs:</u></p> <p>Teachers guiding students in writing their own success criteria and giving peer feedback</p> <p>Students can tell each other, teachers, guests, etc. what they are learning and how they'll know they learned it</p> <p><u>PLC meeting agendas and notes:</u></p> <p>PLC agendas and notes show evidence of all teams discussing providing students feedback</p>
<p>Action Step 2</p> <p>SWT 2 & 3/LAP</p>	<p>Implement AVID strategies in all classrooms Pre-K-5, including specialists.</p>	
<p>Evidence of Implementation (Teacher Practice)</p> <p>Specific actions to be taken by teachers</p> <p>Scaffold across the year</p>	<p>Evidence of Impact (Student Data)</p> <p>What student data is analyzed to measure the impact on learning?</p>	<p>Systems to Monitor</p> <p>How will you measure the degree of implementation?</p> <p>What are the measures of teacher practices that show levels of implementation?</p> <p>What processes are you using to measure the impact on learning?</p>
<p><i>August</i></p> <p>Professional Development</p> <p>Build teacher background knowledge of note-taking; rationale for note-taking at all grade levels and expectations for classroom practice surrounding notes.</p>		
<p><i>September-Mid-November</i></p> <p>Create the notes.</p> <p>Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that</p>	<p><u>Fall data meetings</u></p> <p><i>Grade level teams and all instructional specialists</i></p> <p>DIBELS Benchmark and PM</p> <p>iReady Diagnostic</p> <p>Classroom/district assessments</p>	<p><u>Administration walk throughs:</u></p> <p>All teachers will use math note taking strategies</p> <p><u>PLC meeting agendas and notes:</u></p> <p>PLC agendas and notes show evidence of all teams discussing note taking strategies.</p>

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<p>meets your note-taking objective.</p> <p><u>Math</u> teachers model marking the text and focused note-taking</p> <p><u>Organization</u> K-5 take home folders, 3-5 planners Students keep track of their assignments, schedules, and goals, and reflect on the learner dispositions they utilize to succeed. Students take them home daily; families review student work, goals, and schedule. Promotes home-school connection.</p>		
<p><i>Mid-November- January</i></p> <p>Think about the notes. Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify. Evaluate the relative importance of information and ideas in the notes.</p> <p><u>Math</u> students are marking the text and focused note-taking</p> <p><u>Organization</u> K-5 take home folders, 3-5 planners Students keep track of their assignments, schedules, and goals, and reflect on the learner dispositions they utilize to succeed. Students take them home daily; families review student work, goals, and schedule. Promotes home-school connection.</p>	<p>DIBELS Progress Monitoring</p> <p>Classroom/district assessments</p>	<p><u>Administration walk throughs:</u> All teachers will use math note taking strategies</p> <p><u>PLC meeting agendas and notes:</u> PLC agendas and notes show evidence of all teams discussing note taking strategies.</p>

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<p><i>February-April</i></p> <p>Think beyond the notes. Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.</p> <p><u>Math</u> marking the problem and focused note-taking</p> <p><u>Organization</u> K-5 take home folders, 3-5 planners Students keep track of their assignments, schedules, and goals, and reflect on the learner dispositions they utilize to succeed. Students take them home daily; families review student work, goals, and schedule. Promotes home-school connection.</p>	<p><u>Winter data meetings</u> <i>Grade level teams and all instructional specialists</i></p> <p>DIBELS Benchmark and PM</p> <p>iReady Diagnostic</p> <p>Classroom/district assessments</p>	<p><u>Administration walk throughs:</u> All teachers will use math note taking strategies</p> <p>Organization strand of WICOR will be evidenced through planners, folders, and student goals.</p> <p><u>PLC meeting agendas and notes:</u> PLC agendas and notes show evidence of all teams discussing note taking strategies.</p>
<p><i>April-June</i></p> <p>Think about the notes as a whole. Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.</p> <p>Use the notes. Save and revisit your notes as a resource or</p>	<p><u>Spring data meetings</u> <i>Grade level teams and all instructional specialists</i></p> <p>DIBELS Benchmark and PM</p> <p>iReady Diagnostic</p> <p>Classroom/district assessments</p>	<p><u>Administration walk throughs:</u> All teachers will use math note taking strategies</p> <p>Organization strand of WICOR will be evidenced through planners, folders, and student goals.</p> <p><u>PLC meeting agendas and notes:</u> PLC agendas and notes show evidence of all teams discussing note taking strategies.</p>

SIP Template

<p>learning tool to help you apply or demonstrate what you have learned.</p> <p><u>Math</u> marking the problem and focused note-taking</p> <p><u>Organization</u> K-5 take home folders, 3-5 planners Students keep track of their assignments, schedules, and goals, and reflect on the learner dispositions they utilize to succeed. Students take them home daily; families review student work, goals, and schedule. Promotes home-school connection.</p>		
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SMARTIE Goal 3

☐ Elementary & Middle School: Culturally Responsive Practices/Equitable Actions

The percent of staff, students and family at Bowman Creek Elementary School that provide a positive response to statements regarding confronting bias will increase.

- “We talk about race and bigotry as a staff,” (staff survey) will increase from 46% in 2022 to 80% in 2026, as measured by the CEE survey.
 - Baseline 2022 - Staff response: 46% positive response, with 23% being “almost always true” and 23% “often true.”
- “Our school engages in difficult conversations about race, gender, oppression and discrimination,” (student survey) will increase from 17% in 2022 to 75% in 2026, as measured by the CEE survey.
 - Baseline 2022- Student response: 17% positive response, with 17% being “almost always true”
- “Our school engages in difficult conversations about race, gender, oppression and

discrimination,” (family survey) will increase from 84% in 2022 to 95% in 2026, as measured by the CEE survey.

- Baseline 2022- Family response: 84% positive response, with 72% being “almost always true” and 12% “often true”

Action Plan

Action Step 1 SWT 2 & 3/LAP

Implement Culturally Responsive Practices #1 and #3.

Culturally Responsive Practices #1 : *Students are affirmed in their cultural connections*

Culturally Responsive Practices #3: *Learning environments are physically and culturally inviting*

Evidence of Implementation (Teacher Practice)

Specific actions to be taken by teachers
Scaffold across the year

Evidence of Impact (Student Data)

What student data is analyzed to
measure the impact on learning?

Systems to Monitor

How will you measure the degree of
implementation?
What are the measures of teacher practices
that show levels of implementation?
What processes are you using to measure
the impact on learning?

August

Open House for all students, staff, and
families (end of August, before school
starts)

Displays of BC demographics
Explicit statement by teachers and
administrator of acceptance

Event attendance

Family survey after event

Year 2

September-Mid-November

Create a survey for students, staff, and
families.

Remind staff at a staff meeting that
visitors to the building have a visitor
badge and we should greet them in the
hall with a quick “Thanks for being
here today”.

Hang student art in hallways.

Grade level teams plan a casual parent
event (class breakfast, a tea, a
chips-and-dip potluck, donuts with
dad, muffins with mom, etc.).

Purpose: develop positive

CEE Results
Survey Results

Collect information from staff on
events

SIP Template

<p>relationships between school and home, building trust between stakeholders and increasing successful opportunities to engage in productive difficult discussions about race, bigotry, and discrimination.</p> <p>SEL lessons include language for discussing race and culture</p> <p>Traits of the Month celebrate empathy, responsibility, respect, kindness, and generosity. Teachers lead students in class discussions regarding what do these traits look like/sound like, when have you experienced/not experienced being treated this way, when you succeeded/been challenged by acting this way?</p>		
<p><i>Mid-November- January</i></p> <p>Send out survey again to get stakeholder input on perceptions and experiences.</p> <p>Set up a lockbox with quick form. Parents can communicate how their overall experience was and put contact info for if they want a follow-up call.</p> <p>Traits of the Month celebrate empathy, generosity, citizenship (mindfulness of others), and goal-setting. Teachers lead students in class discussions regarding what do these traits look like/sound like, when have you experienced/not experienced being treated this way, when you succeeded/been challenged by acting this way?</p>	<p>CEE Results Survey Results</p>	

SIP Template

<p><i>February-April</i></p> <p>Culture Fair</p> <p>Traits of the Month celebrate empathy, caring, trust, honesty, fairness, and courage. Teachers lead students in class discussions regarding what do these traits look like/sound like, when have you experienced/not experienced being treated this way, when you succeeded/been challenged by acting this way?</p>	<p>Survey results</p>	
<p><i>April-June</i></p> <p>Grade level teams plan a casual parent event (class breakfast, a tea, a chips-and-dip potluck, donuts with dad, muffins with mom, etc.) Purpose: develop positive relationships between school and home, building trust between stakeholders and increasing successful opportunities to engage in productive difficult discussions about race, bigotry, and discrimination.</p> <p>Traits of the Month celebrate empathy, courage, perseverance, and grit. Teachers lead students in class discussions regarding what do these traits look like/sound like, when have you experienced/not experienced being treated this way, when you succeeded/been challenged by acting this way?</p>	<p>CEE Results Survey Results</p>	
<p>Action Step 2 SWT 2 & 3/LAP</p>	<p>Staff will use restorative practices to help students navigate behavior choices. Classroom is managed with firm, consistent caring control.</p>	

Culturally Responsive Practices #6 : <i>Classroom is managed with firm, consistent, loving guidance.</i>		
Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?
<i>August</i> <i>Training: Ricky Roberson on Restorative Practices</i> ATLA staff, Instructional Specialist, and Equity team develop training plan for school year	CEE data and Survey	
<i>September-Mid-November</i> Staff meeting share-out (1 primary, 1 intermediate): briefly describe a student incident and restorative practices outcome “success story”. Staff meeting: Equity Team presentation	CEE data and Survey	Collection of referrals reduced by 20%
<i>Mid-November- January</i> Staff meeting share-out (1 primary, 1 intermediate): briefly describe a student incident and restorative practices outcome “success story”. Staff meeting: Equity Team presentation Student behavior team to develop a protocol for addressing conflict within our school, as well as a plan for teaching it to students within the classrooms.	CEE data and Survey	Collection of referrals reduced by 20%

SIP Template

<p><i>February-April</i></p> <p>Staff meeting share-out (1 primary, 1 intermediate): briefly describe a student incident and restorative practices outcome “success story”.</p> <p>Staff meeting: Equity Team presentation</p>	CEE data and Survey	
<p><i>April-June</i></p> <p>Staff meeting share-out (1 primary, 1 intermediate): briefly describe a student incident and restorative practices outcome “success story”.</p> <p>Staff meeting: Equity Team presentation</p>	CEE data and Survey	

Implementation and PD Calendar for 2023 - 24 - **SWT 2 & 3/LAP**

Note dates and focus of PD/support, Staff Meetings, PLC+, BLT

Month	Building 28+6 principal's hours	Staff Meetings	PLC+	BLT Meetings	Title/LAP Resources to Support PD
August	<p>7 Building Hours: Restorative Practices</p> <p>7 Building Hours: AVID Introduction What is WICOR? Rollout plan Organization strand <i>planner, folder, note taking, marking the text</i></p> <p>7 Building Hours: Teacher Clarity <i>building expectations</i> <i>learning targets</i> <i>success criteria</i> <i>3 questions for students</i> <i>feedback</i></p>	Nuts and Bolts SM (3 principal hours)			
September		<p>9-13: 1 hr. SM (book study)</p> <p>9-27: 0.5 hr. SM (Equity)</p>	Provide topic options Feedback form	<p>Benchmark Data Review</p> <p>SIP Meet 9-21:</p>	Grade level data meetings
October	<p>Walk throughs: Every teacher uses success criteria and refers back to it multiple times during lesson.</p>	<p>1 hour staff mtg: VL book study (0.5 building hrs)</p> <p>10-11: 1 hr. SM (book study)</p>		SIP Meet 10-19:	

SIP Template

		10-25: 0.5 hr. SM (AVID)			
November		11-8: 1 hr. SM (book study)		SIP Meet 11-16:	
December		12-13: 1 hr. SM (book study)		SIP Meet 12-14:	
January		1-10: 1 hr. SM (book study) 1-24: 0.5 hr. SM (Equity)		SIP Meet 1-15:	Grade level data meetings
February		2-14: 1 hr. SM (book study) 2-28: 0.5 hr. SM (AVID)		Benchmark Data Review SIP Meet 2-15:	
March		3-13: 1 hr. SM (book study) 3-27: 0.5 hr. SM (Equity)		SIP Meet 3-21:	
April		4-24: 0.5 hr. SM (AVID)		SIP Meet 4-18:	
May		5-8: 1 hr. SM (book study) 5-22: 0.5 hr. SM (Equity)		SIP Meet 5-16:	
June		6-12: 0.5 hr. SM (AVID)		Benchmark Data Review	Grade level data meetings

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Background Information

WAC 180-16-220

Requirements for School Improvement Plan

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and “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.” School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

Executive Summary

Demographic data ([Data Link](#))

Write a summary analysis of the changing demographics of your students. This analysis should include data for at least 5 years in order to identify trends.

SIP Template

Bowman Creek Elementary is in its 3rd year of operation, after opening in 2020 online during the pandemic's distance learning. In 2023 there are 400 students in grades Pre-K-5th grade. The 2023 demographic make up is 38.6% White, 17.6% Asian, 7.4% Black, 16.9% Hispanic/LatinX, 11.4% mixed race, and 7.4% Pacific Islander. Changes in demographic data over the 3 years as a school building have been between 0% and 2% per category. The largest changes have been the increase of our Black population from 3.8% in 2021 to 7.4% in 2023. Our White population has increased from 31.7% to 38.6% over the same period.

Discipline ([Data Link](#))

Write a summary analysis of your students' discipline trends. Disaggregate your data by ethnicity and other subgroups in your school. Include multiple years to identify trends over time.

There is limited discipline data available. In 2020-2021 (majority distance learning) there were no suspensions. In 2021-2023, there was 1 suspension. The student's demographic category was Black.

Attendance ([Data Link](#))

Write a summary analysis of your students' attendance trends. Disaggregate your data by ethnicity and other subgroups in your school. Include multiple years to look for trends over time.

In the 2020-2021 school year, 20.2% of students were in the 'at risk' category for attendance. In the 2021-2022 school year, the percent of students in the 'at risk' category increased to 42%. In the 2021-2022 school year, American Indian and Pacific Islander students were the populations with the most students in the 'at risk' category, with 67% and 64% respectively. Students in the low household income category were more frequently in the 'at risk' category in 2021-2022 than their peers at 60.8%. 66.6% of Special Education students and 52.2% of Multilingual (ML) students were in the 'at risk' category in 2021-2022.

DIBELS ([Data Link](#))

Write a summary analysis of your students' DIBELS data. Disaggregate your data by subgroups. Include multiple years to identify trends over time.

In the 2021-2022 school year, the number of kindergarten students at the 'core' level in Letter Naming Fluency (LNF) increased from 28% to 68% (fall to spring). The kindergarten class increased from 29% 'core' or 'core^' to 48% in Phoneme Segmentation Fluency (PSF) (fall to spring). When these same students arrived in 1st grade, fall (2022) LNF scores at 'core' were 54% and PSF was 55%. The 2022-2023 kindergarteners entered in fall with 42% at 'core' or 'core^' in LNF and 28% in PSF.

Grades 1-5 were analyzed in the same way as kindergarten (the subtest level - growth in one year and change in the same cohort across grade levels), with the only difference being reviewing the subtests pertinent to each grade level. Important trends to note include:

- In fall of 2022, 29% of Pacific Islander 5th graders scored in the intensive category of DIBELS ORF versus 12% of all students.
- In fall of 2021, 61% of students entered kindergarten intensive in Letter Naming Fluency (LNF).
- Students in all grades ended the 2021-2022 school year, with 62%-78% of students meeting standard on spring Oral Reading Fluency (ORF), however, in the fall of 2023 the same cohorts of students arrived to their new grade level with up to 16% less students meeting benchmark.

iReady (Reading [Data Link](#) and Math [Data Link](#))

Write a summary analysis of your student's data. Disaggregate your data by ethnicity. Include multiple years to identify trends over time.

There is one year of accurate i-Ready scores at Bowman Creek. Many 2020-2021 diagnostics were taken at home.

ELA

In the 2021-2022 school year, the percentage of students that scored benchmark in first grade was 66% (fall) to 75% (spring). The percentage of students that scored benchmark in second grade was 48% (fall) to 48% (spring). The percentage of students that scored benchmark in third grade was 63% (fall) to 58% (spring). The percentage of students that scored benchmark in fourth grade was 58% (fall) to 56% (spring). The percentage of 5th grade students was 46% (fall) to 57% (spring).

Students in subgroups under performed their peers. In fall 2021, primary grade students (1st and 2nd graders) in the Multilingual (ML) category scored intensive 4%-13% more than their peers. Intermediate (3rd, 4th and 5th grade) students scored intensive 22%-47% more frequently than their peers. In fall 2021, primary grade students in the low household income (HHI) category scored intensive 9%-16% more frequently than their peers, while intermediate students in the HHI category scored intensive 14%-22% more frequently than their peers. In fall 2021, students in the Students with Disabilities (SWD) category scored intensive 3%-72% more frequently than their peers.

Pacific Islander students in 5th grade scored 100% intensive in fall 2021. In all grade levels Pacific Islander students scored intensive 25%-83% more frequently than their peers (all students category).

Math

In the 2021-2022 school year, the percentage of students that scored benchmark in first grade was 52% (fall) to 69% (spring). The percentage of students that scored benchmark in second grade was 54% (fall) to 39% (spring). The percentage of students that scored benchmark in third grade was 55% (fall) to 48% (spring). The percentage of students that scored benchmark in fourth grade was 48% (fall) to 43% (spring). The percentage of 5th grade students was 30% (fall) to 44% (spring).

Students in subgroups under performed their peers. In fall 2022, primary grade students (1st and 2nd graders) in the Multilingual (ML) category scored intensive 0%-25% more than their peers. Intermediate (3rd, 4th and 5th grade) students scored intensive 33%-39% more frequently than their peers. In fall 2022, primary grade students in the low household income (HHI) category scored intensive 5%-12% more frequently than their peers, while intermediate students in the HHI category scored intensive 20%-33% more frequently than their peers. In fall 2022, students in the Students with Disabilities (SWD) category scored intensive 3%-70% more frequently than their peers.

Pacific Islander students scored 63% - 80% intensive in fall 2022, with the exception of 2nd grade. In all grade levels Pacific Islander students scored intensive 29%-58% more frequently than their peers (all students category).

SBA ELA ([Data Link](#))

Write a summary analysis your school's SBA data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance Gaps. Use 2022 SBA as your baseline data

SIP Template

We have one year of SBA ELA data at this time. On the 2022 ELA SBA, 60.8% of students met standard. 67.4% of females and 54.3% of males met standard. 51.6% of 3rd grade students met standard. 61.5% of 4th grade students met standard. 70.2% of 5th grade students met standard.

The percentage of students in each demographic group that met standard were 73.1% of Asian students, 70.0% of Black students, 56.4% of Hispanic/LatinX students, 15.8% of Pacific Islander students, 56.0% of students with 2+ races, and 70.8% of white students.

15.8% of ML students met standard, 41.4% of low HHI students met standard, and 43.8% of students with disabilities met standard.. Other subgroups did not have a large enough N size to measure.

SBA Math ([Data Link](#))

Write a summary analysis of your school's SBA data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance Gaps. Use 2022 SBA as your baseline data

We have one year of SBA math data at this time. On the 2022 ELA SBA, 61.8% of students met standard. 58.7% of females and 64.9% of males met standard. 65.6% of 3rd grade students met standard. 60.0% of 4th grade students met standard. 59.6% of 5th grade students met standard.

The percentage of students in each demographic group that met standard were 76.9% of Asian students, 80.0% of Black students, 59.0% of Hispanic/LatinX students, 15.8% of Pacific Islander students, 68.0% of students with 2+ races, and 66.2% of white students.

21.8% of ML students met standard, 42.9% of low HHI students met standard, and 37.5% of students with disabilities met standard. Other subgroups did not have a large enough N size to measure.

WCAS (Washington Comprehensive Assessment of Science) ([Data Link](#))

Write a summary of the analysis of your school's data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance gaps. Include multiple years to look for trends over time.

We have one year of WCAS data at this time. On the 2022 WCAS, 61.4% of students met standard. 56.7% of females and 66.7% of males met standard.

Not all demographic categories had enough students to create a measurable N size. The two demographic categories measured were white students, with 77.8% meeting standard, and Hispanic/LatinX students with 57.1% of students meeting standard.

15.4% of ML students met standard and 42.9% of low HHI students met standard. Other subgroups did not have a large enough N size to measure.

Multilingual Learner Data (include WIDA) (*data embedded in slides above*)

Write a summary analysis of your school's ML student achievement in ELA, math, and science. Also, include achievement over time of WSIF ML percent met standard and percent progressing

In winter/spring 2022, 85 ML students took the WIDA Access (annual language proficiency exam). The exit rate was 5.8%.

SIP Template

Multilingual Learners (ML) less frequently meet benchmark on all state and district assessments than their same grade peers. In the 2021-2022 school year, 62% of all students met standard on both the ELA and math SBA. 16% of ML students met standard on the ELA SBA and 21% of ML students met standard on the math SBA.

On the Spring 2022 i-Ready diagnostic students between of all 52%-59% met benchmark, compared to between 28%-51% of ML students. The difference widens as the students get older. Kindergarten scores were 58% of all students vs. 49% of ML students (-9% of ML students). 1st grade scores were 59% of all students vs. 51% of ML students (-8% of ML students). 2nd grade scores were 53% of all students vs. 41% of ML students (-13% of ML students). 3rd grade scores were 54% of all students vs. 32% of ML students (-22% of ML students). 4th grade scores were 52% of all students vs. 32% of ML students (-20% of ML students). 5th grade scores were 55% of all students vs. 28% of ML students (-27% of ML students).

On the Spring 2022 DIBELS benchmark assessment, the 'Risk by Grade' calculation for 'at risk' intensive (all) students ranged from 12%-29%. ML students had intensive 'at risk' scores were between 8%-57%. Kindergarten scores were 29% of all students vs. 28% of ML students (-1% of ML students). 1st grade scores were 17% of all students vs. 8% of ML students (-9% of ML students). 2nd grade scores were 23% of all students vs. 47% of ML students (+24% of ML students). 3rd grade scores were 16% of all students vs. 57% of ML students (+41% of ML students). 4th grade scores were 12% of all students vs. 50% of ML students (+38% of ML students). 5th grade scores were 23% of all students vs. 38% of ML students (+15% of ML students).

Students with Disabilities ([Data Link](#))

Write a summary of the analysis of your school's SWD student achievement in ELA, math, and science.

Data is available for 2 school years, 2020 and 2021.

The demographic groups with a decreased percentage of representation in Special Education services are American Indian (3.2% in 2020 to 2.5% in 2021), Black (9.7% in 2020 to 7.5% in 2021), Hispanic/LatinX (35.5% in 2020 to 20.0% in 2021), and 2 or more races (12.9% in 2020 to 12.5% in 2021).

The demographic groups with an increased percentage of representation in Special Education services are Asian (9.7% in 2020 to 10.0% in 2021), Pacific Islander (3.2% in 2020 to 5.0% in 2021) and White (25.8% in 2020 to 42.5% in 2021).

Demographic groups that are over-represented in Special Education are Hispanic/LatinX (16.1% of general population but 20% of SWD population) and White (38.1% of general population but 42.5% of SWD population).

Asian students are under-represented in Special Education. Asian students are 16.6% of the general population but 10% of SWD population.

Students identified as SWD regularly score below their same grade peers in all measures. In terms of i-Ready math (fall 2022) students in the Students with Disabilities (SWD) category scored intensive 3%-70% more frequently than their peers. In fall 2022, students in the SWD category scored intensive 3%-72% more frequently than their peers on i-Ready reading.

On the Spring 2022 Math SBA, 37.5% of students with disabilities met standard, compared to 62% of all students. On the Spring 2022 ELA SBA, 15.8% of ML students met standard, compared to 61% of all students. WCAS did not have a large enough N size to be measured.

Credit Attainment/F Data - Middle & High School ([Data Link](#))

Write a summary of the analysis of your school's Credit Attainment and F data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance gaps. Include multiple years to look for trends over time.

Not applicable

AVID, Accelerated, Honors/AP Enrollment - Middle & High School ([Data Link](#))

Write a summary of the analysis of students enrolled in accelerated, honors, and AP courses. Disaggregate your data by ethnicity, ELL, low income. Include multiple years to look for trends over time.

Not applicable

CEE Perceptual Survey ([Data Link](#))

Write a summary of the analysis of your school's CEE Perceptual Survey data. Include data from all three surveys: staff, parent and student. Include comparisons of multiple years.

The Center for Educational Effectiveness survey was taken by intermediate students, staff and families in the 2021-2022 school year.

A trend that emerged was a lack of trust amongst staff. When asked if staff were open to new ideas, staff responded favorably about themselves 20.3% more often than their colleagues. When asked about willingness to work at change, staff responded favorably about themselves 23.1% more often than their colleagues.

Students believe the adults in this school genuinely care about them 100% of the time, but report having at least one adult that knows and cares them 72% of the time.

Of the '9 Characteristics of Highly Effective Schools,' two had a significant negative differential from the norm on the student survey.

- "Effective Leadership" was 16.5% less than the norm for students, with the 2 specific statements with the least positive response being 23.8% positive "I often see the principal or administrators around the school talking to students." and "16.7% Our school engages in difficult conversations about race, gender, oppression and discrimination."
- "Monitoring of Teaching and Learning" was 13% less than the norm for students, with the specific statement with the least positive response being 36.4% "My teachers(s) ask questions of all students, not just some students."

On the staff survey, Focused Professional Development (FPD) was the area scoring the least positively. "We talk about race and bigotry as a staff" earned a 45.5% positive response. "Peer observation/coaching and feedback is a tool we use to improve instruction" earned a 45.0% positive response.

The overall greatest area of concern across all three groups was in confronting biases. The following statements all had the lowest percentage of positive response in their surveyed group:

- Staff: "We talk about race and bigotry as a staff" - 45% positive
- Students: "Our school engages in difficult conversations about race, gender, oppression and discrimination" - 17% positive

SIP Template

- Families: “Our school engages in difficult conversations about race, gender, oppression and discrimination” - 84% positive

Budget (Combined Funding Matics) – SWT- 4/LAP *Insert Budget Table here.*