



# Edmonds School Improvement Plan (SIP) Three-Year Plan

Template Revised August 31, 2021

## Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2021-22
Our School Name	College Place Elementary

## Section 1. Our school

**A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff (500 words or less, including a table of student demographics). Other data can be added if desired.**

College Place Elementary is comprised of the following student demographics, based on 2020-21 information: 466 students, 39% English Learners and 67% low income. 47.5% of our student body is Hispanic/Latino, 23.6% is white, 15% is Black/African America, 7.1% Asian, <1% American Indian/Alaskan Native. 10.9% of students have disabilities. 3.6% of students were experiencing homelessness last year. 38 students lack a fixed, regular, and adequate nighttime residence as stipulated by the McKinney-Vento Act. There are 39 certificated staff with an average of 12.3 years of experience.

In 2021, we started a Dual Language program in kindergarten. Currently, some teachers are partnering with the district and UW for learning in science education. Our Natural Leaders program includes families from a variety of cultural and linguistic backgrounds who act as liaisons between the greater community and classroom. Student academics and behaviors are supported through MTI, PBIS, and SEL curriculum. The district has adopted a Digital Citizenship curriculum to address the ever changing technology needs of our students. All primary grade teachers are delivering phonics instruction using 95% Core Instruction to increase literacy skills.

Our mission’s focus is to provide equitable opportunities for all students and families and equitable educational services for all students that is inclusive for all students regardless of them belonging to any group or program, including but not limited to their racial, cultural, religious, or linguistic backgrounds, gender identity, socioeconomic status, immigration status, et cetera.

## Section 2. Vision and Mission

<b>Our Equity, Engagement, and Excellence (E<sub>3</sub> Vision)</b>	<b>The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.</b>
<b>Our Mission</b>	<b>With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.</b>

### Data and Stakeholder Engagement Summary

<b>E<sub>3</sub> Category</b>	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below.
<b>Equity</b> (such as student demographics)	<ul style="list-style-type: none"> <li>● <i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.</i></li> <li>● <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i></li> <li>● <i>Staff diversity</i></li> <li>● <i>Staff professional development topics, attendance</i></li> </ul>

<b>Engagement</b> (such as school culture and climate)	<ul style="list-style-type: none"> <li>● <i>Panorama student survey data 3-6</i></li> <li>● <i>Panorama like Survey K-2</i></li> <li>● <i>SWIS Data</i></li> </ul>
<b>Instructional Excellence</b> (and student learning)	<ul style="list-style-type: none"> <li>● <i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i></li> <li>● <i>Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i></li> <li>● <i>OSPI state assessments: grades 3-8: SBA</i></li> <li>● <i>Classroom walk through tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.</i></li> </ul>

**Reflection questions**

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

*The data inquiry into iReady assessment data demonstrated that students at College Place Elementary were stronger in phonological awareness. Acadience data showed that the work we have done with Title and classroom teachers is resulting in strengths in phonological awareness. This is essential to build automaticity in reading. For example, high frequency words were a strong skill for all students. In first grade, the phoneme segmentation subtest of students at or above benchmark is 51%, similar to the pre-pandemic level in 2018.*

*The data from iReady demonstrated that students need support in vocabulary instruction, comprehension of informational text, phonics, fluency and math fact fluency. i-Ready data showed that 56% of students were two/three years below grade level in Math and 54% of students were two to three years below grade level in Reading. The SBA scores show that 48% of students met standard in ELA and 39% met standard in Math.*

How were disparities examined and brought forward?

*Reading: The reading needs of vocabulary and comprehension of informational text is important because this is a schoolwide trend, and many of our students are multilingual. A stronger vocabulary will impact comprehension of text. There is a specific need for explicit vocabulary instruction. We found that it is also important to increase student comprehension of informational text. It will be critical for our Tiered Interventions of support to be directed by this iReady data. Reading comprehension of what the students are reading is crucial in other areas of learning including math.*

*The phonological awareness and high frequency strengths are important to note because these are foundational reading skills. Overall 54% of students were two/three or more grade levels below in reading.*

*Math: Students in intermediate grades need math fact fluency because it's a foundational math skill that enables students to access advanced math skills. The i-Ready math diagnostic demonstrated that 56% of*

*students did not meet math standards and were two/three or more grade levels below grade level. The diagnostic further demonstrated that students at College Place Elementary struggle with number and operations as well as measurement and data and geometry. Consequently, a tiered system of supports will be necessary with tier 2 and 3 interventions in place within the classroom setting.*

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?

*We plan on engaging stakeholders in supporting and monitoring our SIP in several ways. One way for students to stay engaged is through the tracking of their skills and goals through teacher conferring. The plan is to have parents/families set goals and track goals twice a year with their students' teachers during conferences. Consequently, using iReady as a resource for this.*

*Stakeholders were present and engaged in meeting, problem solving to connect and include families in SIP. Need to establish SIP goals. It is important for parents to join building staff in creating the School Improvement Plan. All stakeholders to help their child need tutors for math and reading for support to students, parents and teachers. This will be great support - 100% is great but we ALL even parents have all students meet standard at 100%. It is necessary for K-3 teachers and Title teachers meeting throughout the year to monitor Acadience data, supporting Tier 2 interventions and some Tier 3 using 95% tool kit. We then communicate via reports if their child is getting Title support for reading and/or math. It is also necessary for the Title school program to send reports home with progress data on students receiving services.*

*Stakeholders such as parents have a desire to be more involved. Parents understand that due to COVID students are behind academically, it is necessary that parents be supported to help their child achieve academic success. It is important to have instructional guidance on how to help their child, such as Family Reading/Math Nights. Parent participation on PBIS Tier 1 Team and Equity Team is also important and parents want to be more involved in supporting their children.*

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

*The team felt that pandemic had much to do with the result of the data sources above. We felt that tiered interventions need to be concise and targeted specifically to grade levels second and third due to the high level of non readers. As a team we understand that it is critical that all students know how to read but especially those students who are not reading due to not being at school for almost two year. Tiered interventions were difficult and many students did not receive the academic support they needed and fell behind. It is evident that students did not have a focused reading time, consequently, reading comprehension and vocabulary skills were evidently lacking.*

*Parents believe that if they are given the tools and resources they too can help their child at home with improving their child's reading and math. Communication with parents appears to have also affected student achievement. If we had communicated with families more efficiently about where each student needed to be academically, parents would have a measure to strive for and help their child succeed.*

What are the goals that our school will focus on this school year and why?

*Our goals for the school year will be in literacy because literacy goals increase reading fluency. The data demonstrates that students are lacking in reading skills, specifically phonics and phonological awareness. There are many students in third grade who do not know how to read. The team discussed the importance of using the 95% curriculum to support all students in reading. We also discussed the importance of having tiered interventions and true Professional Learning Communities (PLC). PLC work will be structured in a way in which data will be studied to move teacher practices and determine action plans for student growth across grade levels. As a building we are focusing on PLC work in direct connection with Criterion 8 of the Washington Teacher Framework. We talked about developing our E3 Systems of Support to ensure that every student's need is met through Tier 1, 2 and 3 Interventions. The parents on the team felt it was vital for teachers to have strong relationships with their children because it is important for the students to respect their teacher. The parent group also asked that we have more Family Events to provide them with resources to support their children.*

*Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.*

### Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- *K - 8 schools have a literacy goal, a math goal, and an engagement goal.*

#### SIP Goal 1: (SMARTIE goal here)

*Our overall goal in literacy for grades K-6th grades, 85% of students will make one years growth in reading skills; phonics, phonemic awareness and reading comprehension, as measured by iReady and Acadience composite scores by June of 2022.*

**Theory of action:** *If we, as the College Place Elementary learning community, enhance our knowledge of the science of reading to strengthen our instruction, assessment, and intervention strategies in literacy, then our students will become stronger, independent, life-long readers.*

**How will we get the work done?**

Strategies we will complete this year	Person or team responsible
<i>Strategy 1: Tier 2 interventions in phonics, phonemic awareness, and reading comprehension</i>	<i>Classroom teachers</i>
<i>Strategy 2: Co-teaching to improve teacher to student ratio and collaborative design and implementation of evidence-based instructional practices in reading</i>	<i>Classroom teachers, Title and ML Specialists</i>
<p><i>Strategy 3: Professional learning communities focused on common assessment planning, data analysis, progress monitoring, and collaborative practices for instructional planning and implementation of effective literacy instruction that is data-driven and responsive to student needs</i></p> <p><i>Strategy 4: Family Reading Night to teach reading skills and partner with families to improve instructional outcomes in literacy for students</i></p> <p>Strategy 5: Develop and distribute instructional materials for students to continue to develop and retain reading skills during scheduled breaks</p>	<i>Classroom teachers, Title and ML Specialists</i>

<b>How will we know that the strategy is working?</b>
<p><i>Strategy 1, 2 and 3:</i></p> <ul style="list-style-type: none"> <li><i>The building teachers will use i-Ready data, running records, formative assessments, Acadience data. Multilingual teachers will use progressive phonics skills and language levels.</i></li> </ul> <p><i>Strategy 4 and 5:</i></p> <ul style="list-style-type: none"> <li><i>The building teachers will support Family Reading Nights to engage students and families in reading and developing reading skills</i></li> </ul>

**What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?**

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Students will be successfully passing their i-ready reading lessons -</li> <li>● Get students in a routine of doing 45+ minutes of iReady Reading minutes a week. This is a shared experience as it's communicated with families, with their goal sheets, and spotlighted in class.</li> <li>● Use of will also use 95% with fidelity</li> <li>● Track lessons passed in iReady Reading. Set goals for lessons passed per week to incentivize new learning. Communicate with families student diagnostic scores and expectations for iReady use.</li> <li>● The use of the 25 day Summer School intensive review, with fidelity, for incoming Simultaneously, teachers and title support will utilize 95% interventions in small groups.</li> <li>● All grades will be using 95% whole group and reinforcing in small groups for those who need it. Repetitive practice of letter knowledge and sounds in the classroom.</li> <li>● All grades will build strong routines around the 95% core phonics curriculum and write our student growth goals.</li> <li>● Students will be making regular progress towards fluency and accuracy progress based on Acadience assessments.</li> <li>● Students will periodically take comprehension quizzes to test knowledge.</li> <li>● Intervention teachers will progress monitoring phonological awareness and phonics skills every three weeks for students receiving Title services.</li> </ul>	<p><i>iReady, Acadience, progress monitoring, K assessments on letter names and sounds and reading comprehension assessments. Including SBA fall assessment.</i></p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Track lessons passed in iReady Reading. Celebrate students who have passed the most lessons at the end of the month. Use iReady resources to track classwide growth. Like a bar graph of some sort, if you reach the top, you get a class reward</li> <li>● Use data to inform small group instruction and give constant feedback.</li> </ul>	<p><i>iReady, Acadience, progress monitoring, K assessments on letter names and sounds and reading comprehension assessments. Including SBA fall assessment.</i></p>

	<ul style="list-style-type: none"> <li>● All grades will use in fidelity the 25 day Summer school intensive review for incoming Second graders followed immediately by the use of 95% whole group instruction core curriculum. Simultaneously, teachers and title support will utilize 95% interventions in small groups. After the 30 day mark, teachers and support staff will conduct informal and formal data collection to inform the status of students' development in phonics skills and to adjust instruction as necessary to better support students' needs.</li> <li>● Continue the work and progress checks in iReady. Supporting the most needed areas and providing feedback on goals set.</li> <li>● Working with interventionists, first grade will begin teaching small groups, targeting individual needs.</li> <li>● All grades will be assessing the growth of our students through formative and summative assessments. Still utilizing the 95% revisiting lessons that we may have seen more struggles. Integrating all the skills we are using in all subject areas.</li> <li>● Students will be making regular progress towards fluency and accuracy progress based on Acadience assessments.</li> </ul>	
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● School wide celebrations of students who are meeting standard on iReady diagnostic tests. Celebrate students who are reading on grade level or higher for running records.</li> <li>● Teachers will take another look at the Acadience data and talk about who is not hitting benchmark and why. Visits with our 95% instructor to get ideas on targeted instruction to help the students not making benchmark</li> <li>● Monitoring will continue on iReady but meeting and celebrating and rewriting goals to be achievable for students not meeting them will be critical. Also coming up with a game plan to get there.</li> <li>● All grade level teams will meet with the Title team, librarian, administration, and literacy consultant to examine benchmark data, group students, and evaluate and alter small group and whole class</li> </ul>	<p><i>iReady, Acadience, progress monitoring, K assessments on letter names and sounds and reading comprehension assessments. Including SBA fall assessment.</i></p>



	<p>instructional strategies. These meetings will occur in the fall, winter, and spring.</p> <ul style="list-style-type: none"> <li>• Teachers and support staff will conduct formal data collection (next diagnostic and formal running records) to inform the status of students' development in phonics skills and reading levels to adjust instruction as necessary to better support students' needs. Unit celebrations and completion of each "workbook" awards will be given to promote student growth mindset.</li> <li>• All grades will administer a common benchmark assessment and analyze student trends in our PLC.</li> <li>• ML teachers will collaborate with Title Teachers and analyze data together to see if students are making progress with accuracy and fluency. If students are not making progress, we will change the intervention.</li> <li>• This is about the time when the next diagnostic test will be given. We should see the projected growth and reassess. Celebrations and special activities should be part of the culminating experience, eg. Readers' Theater, end of unit parties sharing our work, etc</li> <li>• Family Reading Night will have taken place before winter break</li> </ul>	
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*Please complete the mid- and end-of-year reflect and revise summary using this link.*

 *SIP Reflect and Revise Summary*

**If you have more than one strategy, please copy and complete the "How will we know the strategy is working" section for each strategy.**

**SIP Goal 2: (SMARTIE goal here): *Our overall goal in math skills for grades K-6th grades, 85% of students will make one years growth as measured by iReady and math SBA scores by June of 2022.***

***Theory of action: If we implement our E3 model to identify and support the development of math skills for all students, then all students will show some growth and 85% of students will make one years growth in math.***

**Theory of action:** *If we, as the College Place Elementary learning community, enhance our knowledge of the science of math to strengthen our instruction, assessment, and intervention strategies in math, then our students will become stronger, independent, in their math skills.*

**How will we get the work done?**

Strategies we will complete this year.	Person or team responsible
Strategy 1: <ul style="list-style-type: none"> <li>● <i>Tiered groups of intervention</i> <ul style="list-style-type: none"> <li>○ <i>Flexible groupings</i></li> <li>○ <i>Explicitly teach math vocabulary</i></li> <li>○ <i>Differentiate instruction to meet student need</i></li> <li>○ <i>Use gamification and interactive centers/work to promote a fun and engaging math workshop.</i></li> </ul> </li> </ul>	<i>iReady, K assessments and other math curriculum assessments, SBA fall assessments.</i>
Strategy 2: <i>Family Nights to teach math skills then students would be more engaged in learning to increase math skills</i>	Title staff and teachers
Strategy 3: <i>Use iReady My Path</i>	Classroom teachers

**How will we know that the strategy is working?**

Strategy 1: <ul style="list-style-type: none"> <li>● Teachers will monitor student usage and progress towards standard through iReady tracking. And diagnostic testing. (2nd grade)</li> </ul> Strategy 2: <ul style="list-style-type: none"> <li>● The building teachers will support Family Math Nights to engage students and families in reading and developing reading skills</li> </ul> Strategy 3:
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- My Path used by teacher in the classroom to ensure proper time spent and monitor growth

**What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?**

<p>30-day plan</p>	<p>What does this look like in action?</p> <ul style="list-style-type: none"> <li>● Teachers will administer and collect iReady math data to inform instruction. Teachers will begin supporting students through interactive games and lessons. Students will begin utilizing iReady lessons and engage for 60 minutes minimum per week.</li> <li>● Teachers will track student progress in i-ready lessons and use that data to inform instruction</li> <li>● Teachers will monitor student progress by observations and using exit tickets.</li> <li>● Teachers will use formative and summative data to track students progress to inform small groups</li> </ul>	<p>iReady, K assessments and other math curriculum assessments, SBA fall assessments. (if available)</p>
<p>60-day plan</p>	<p>What does this look like in action?</p> <ul style="list-style-type: none"> <li>● Teachers will continue to monitor student progress through iReady math and utilize small grouping and advised lessons from iReady support in order to target students showing less growth than expected.</li> <li>● Teachers will monitor student progress by giving Quick Quizzes associated with the unit being learned.</li> <li>● Teachers will monitor student progress by observations and student work. Working in small groups and individually with students while they are completing tasks (k)</li> </ul>	<p>iReady, K assessments and other math curriculum assessments, SBA fall assessments.</p>
<p>90-day plan</p>	<p>What does this look like in action?</p> <ul style="list-style-type: none"> <li>● Teachers will administer the iReady math diagnostic and collect data to inform further instruction needed. Student progress will be shared with families and students as necessary</li> </ul>	<p>iReady, K assessments and other math curriculum assessments, SBA fall assessments.</p>

	<p><i>to foster a strong growth mindset. Celebrations for completion of diagnostic and growth goals.</i></p> <ul style="list-style-type: none"> <li>• <i>Teachers will monitor student progress by giving the post test associated with the specific unit.</i></li> <li>• <i>Teachers will look at iReady data to inform small groups and see what lessons should be retaught (k)</i></li> <li>• <i>Family Math Night will have taken place before spring break</i></li> </ul>	
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[Please complete the mid- and end-of-year reflect and revise summary using this link.](#)

 [SIP Reflect and Revise Summary](#)


**If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.**

<p><b>SIP Goal 3: (SMARTIE goal here)</b></p> <p><i>Our overall goal in engagement for grades K-6, is at least 80% of our students will feel ‘Quite connected’ or ‘Extremely connected’ to the adults at school and to other students at school as measured by the Panorama Survey for grades 3-6 and age appropriate Panorama like survey K-2 by June of 2022.</i></p>	
<p><b>Theory of action:</b> <i>If we, as the College Place Elementary learning community, support the social-emotional learning of all students, then all students will experience a greater sense of connectedness and “belonging” to adults and students in our school.</i></p>	
<p><b>How will we get the work done?</b></p>	
Strategies we will complete this year	Person or team responsible
Strategy 1: Give students an opportunity to take the Panorama Survey again in late fall, late winter, and late spring to monitor progress toward achieving the goal and continue to use survey data to identify students for targeted interventions and supports and initiate those interventions and supports.	Administration, school psychologist, student intervention coordinator, certificated staff, classified staff

<p>Strategy 2: School-wide PBIS Implementation with Tier 1 meetings with community involvement monthly to analyze and discuss social-emotional and behavioral trends at CPE using SWIS and Skyward Data; Tier 2 meetings to identify individual students for more targeted interventions and supports; Problem-solving Team and Disability Evaluation Team meetings for Tier 3 supports.</p>	<p>PBIS Team including school administration, certificated staff, classified staff, school psychologists, student intervention coordinator, and community members.</p>
<p>Strategy 3: Special Events to support all families about ways to promote social-emotional well-being and have more positive relationships with their children and others in the community.</p>	<p>Administration, PBIS Tier 1/Tier 2 Teams, Equity Team</p>

<p><b>How will we know that the strategy is working?</b></p>		
<p>Strategy 1: By administering the Panorama Survey throughout the year, we will identify any increase in students feeling “Quite connected” and “Extremely connected” to adults at school (baseline 46% of respondents from grades 3-6 ) and those feeling “Quite connected” and “Extremely connected” to other students at school (baseline 56% of respondents from grades 3-6).</p> <p>Strategy 2: Attendance at PBIS, Equity, and other Team meetings noting parent and other stakeholder involvement will show increased participation on building-based teams. Overall decrease in minor and major behavior referrals and fewer repeat behavioral referrals for individual students as measured by major and minor behavior referral forms and SWIS data.</p> <p>Strategy 3: Attendance and participation data from events and surveys for feedback and follow-up surveys about the implementation of strategies and information shared at events will measure the efficacy of special events.</p>		
<p><b><i>What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?</i></b></p>		
<p><i>30-day plan</i></p>	<p><i>All students grades 3-6 will complete the Panorama SEL Survey by October 29, 2021.</i></p> <p><i>Develop “Panorama-like” Survey for grades K-2</i></p>	<p>PBIS and Equity Teams and Natural Leaders</p>

	<p><i>Data will be shared and discussed at staff meetings, PBIS Team meetings, Equity Team meetings, and staff members and teams will form specific strategies to intervene with students reporting they are ‘not at all connected,’ ‘slightly connected,’ or ‘somewhat connected’ to adults and/or other students.</i></p> <p><i>Tier 1 implementation will begin building-wide through universal PBIS supports including ABC’s of CPE tickets and raffles for reinforcing positive behaviors.</i></p> <p><i>Selected Tier 2 and Tier 3 interventions will begin with identified students who responded less favorably to targeted Panorama Survey items on connection to adults and other students at school.</i></p>	
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p><i>Late fall Panorama survey will be implemented to provide interim data and serve as a checkpoint for progress monitoring and the K-2 “Panorama-like” survey will be re-administered.</i></p> <p><i>Informal surveys of students and parents.</i></p> <p><i>Recurring building-based team meetings (PBIS, Equity Team).</i></p> <p><i>Students beginning to meet defined exit criteria for targeted intervention and supports for behavior and social-emotional well-being.</i></p> <p><i>Special Event Planning and scheduling.</i></p>	<p>PBIS and Equity Teams and Natural Leaders</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p>	<p>PBIS Teams, Equity Team, and Natural Leaders</p>

	<p><i>Winter Panorama survey will be implemented to provide interim data and serve as a checkpoint for progress monitoring; "Panorama-like" survey will be re-administered to K-2 students.</i></p> <p><i>Special events schedule begins for parents.</i></p> <p><i>Recurring building-based team meetings (PBIS and Equity Team).</i></p> <p><i>Ongoing PBIS Tier 1, 2, and 3 implementation.</i></p> <p><i>More students meeting defined Tier 2 and Tier 3 exit criteria.</i></p>	
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p><a href="#"> SIP Reflect and Revise Summary</a></p>		

**If you have more than one strategy, please copy and complete the "How will we know the strategy is working" section for each strategy.**

## Section 4. Who helped/will help co-design our School Improvement Plan?

<b>Name:</b>	<b>Role:</b>
Elena Sanchez	Parent
Mari Cruz	Parent
Cindy Duarte	Parent
Maria Ziranda	Family Resource Advocate
Amy Yarno	Kindergarten Teacher
Melissa Hardy	1st Grade Teacher

<b>Rynae McKinney</b>	<b>1st Grade Teacher</b>
<b>Carleigh Slater</b>	<b>2nd Grade Teacher</b>
<b>Ciara Leckie</b>	<b>3rd Grade Teacher</b>
<b>McKenna Dunn</b>	<b>4th Grade Teacher</b>
<b>Veronica Mun</b>	<b>5th Grade Teacher</b>
<b>Consuelo Palmer</b>	<b>5th Grade Teacher</b>
<b>Maria Ayala</b>	<b>6th Grade Teacher</b>
<b>Emy Griffith</b>	<b>Title</b>
<b>Peggy McCormick</b>	<b>Special Education Teacher</b>
<b>Suzanne Noring</b>	<b>Multilingual Teacher</b>
<b>Kathleen Seymour</b>	<b>Specialist</b>
<b>Robert Koplin</b>	<b>Assistant Principal</b>
<b>Carla Carrizosa</b>	<b>Principal</b>

### Links to supporting documents

- [Reflect and revise plan \(progress monitoring plan\)](#)
- Strategic plan