



Continuous School Improvement Plan 2022/23

Dry Creek Elementary, PASD

Principal: Julie Bryant PhD



District Profile

The 2022-2023 school year is off to a strong and positive start for the Port Angeles School District. Our goal is to ensure high levels of learning for all students. The Port Angeles School District continues to support our students, staff, and families as we come out of COVID times. We believe that strong relationships are the foundation of our work. We believe that relationships are built through positive interactions and working together to support our students.

We remain committed to our PASD Strategic Plan and to the following goals: **Powerful Teaching and Learning**. All students will graduate college, career, and life ready. We will implement systems of support to ensure equity and access for all students. **District Culture** Promote a safe, healthy, affirming, welcoming learning environment. **Family and Community Engagement** Create a system of open, accessible communication between staff, students, families and community. Build partnerships with community organizations to support student success. **Facilities** We will provide safe facilities which support powerful teaching and learning. We support maintaining existing infrastructure and enhancing district facilities with new construction as needed.

We are partnering with local providers and community groups to provide necessary resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices include Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior and attendance. This system allows us to be not only proactive, but also to be responsive with our interventions in supporting all students.

School Profile

Dry Creek Elementary is a PreK-6th grade school. We house several district programs including the Highly Capable, Self-Contained Resource 2, and Transitional Kindergarten. At this time we have 360 students enrolled. 56% of our students qualify for Free and Reduced Lunch. Removing the Hi-Cap students, that number rises to 63%. 22% of our students are receiving Specially Designed Instruction through special education services. We have eight students that are currently receiving 1:1 support, primarily for safety and major disruptive behavior. We have a high turnout for events held at the school. In the spring we had 105 families attend a literacy night and we had an afternoon Meet Your Teacher event where we served 300 ice cream deserts. At our fall open house and Title I event, we had about 110 families attend. Dry Creek's attendance area is wide reaching from the Lincoln Center to Lake Sutherland. This brings a large rural population to our student body.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/27/22	11/10/22
Mid Year Review	3/15/22	3/23/23
Final	6/23/23	6/30/23

Completed on: 10/22/22

Needs Assessed By: Julie Bryant, Rachel Picard, Stephanie Farrier, Karen Doran, Tami Schmitt, Patricia Hopkins, Mary Krzysiak, Christine Peterson, and Margee Morfitt.

PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2. All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

2022-2023 All Grades Status - DIBELS 8th Edition
 District: Port Angeles School District School: Dry Creek

Grade	Beginning
K	<p>n=35 25 (71%) 5 (14%) 0 (0%) 5 (14%)</p>
1st	<p>n=44 17 (39%) 9 (20%) 9 (20%) 9 (20%)</p>
2nd	<p>n=43 10 (23%) 10 (23%) 11 (26%) 12 (28%)</p>
3rd	<p>n=54 19 (35%) 9 (17%) 14 (26%) 12 (22%)</p>
4th	<p>n=50 11 (22%) 10 (20%) 17 (34%) 12 (24%)</p>
5th	<p>n=50 8 (16%) 12 (24%) 16 (32%) 14 (28%)</p>
6th	<p>n=54 12 (22%) 8 (15%) 16 (30%) 18 (33%)</p>
All	<p>n=330 102 (31%) 63 (19%) 83 (25%) 82 (25%)</p>

ELA Needs Assessment/Implications: Use this area to expound on what your data document has helped you to identify as areas of strength and concern. Students in grades kindergarten, 1st, and 3rd are showing the most need. One thing to note however, is that last years second graders started the year with 70% needing intensive support. This year, those students who are now in 3rd grade are at 35% needing intensive support. Last years 1st graders started with 47% needing intensive support and this year, as 2nd graders 23% are needing intensive support. The areas where our students need the most foundational support are being addressed this year and last. Last year we adopted the Heggerty Phonemic Awareness program in grades k-2 as an optional buy in. This year, our leadership team asked that all prek-2 teachers use the program with intentionality. As we strengthen our phonemic awareness in our primary grades, which is foundational for phonics and comprehension to happen, we have identified that our areas, other than phonemic awareness, that we need the most support in are letter naming fluency and phoneme segmentation fluency in all primary grades.

SMARTIE Goal: Create your SMARTIE Goal. Goal 1:10/20/2022: Through the utilization of skilled educators and a guaranteed and viable curriculum, by June 2023, our core instruction and intervention through the MTSS Framework will move our students not reading at grade level from 50% to 30%. This will be measured throughout the year through progress monitoring in DIBELS and classroom assessments. Goal 2: Increase Alaska Native/Native American students students reading at grade level from 44% to 60% as measured by MAPs data from fall assessment to June 2023 assessment period for grades 2-6.

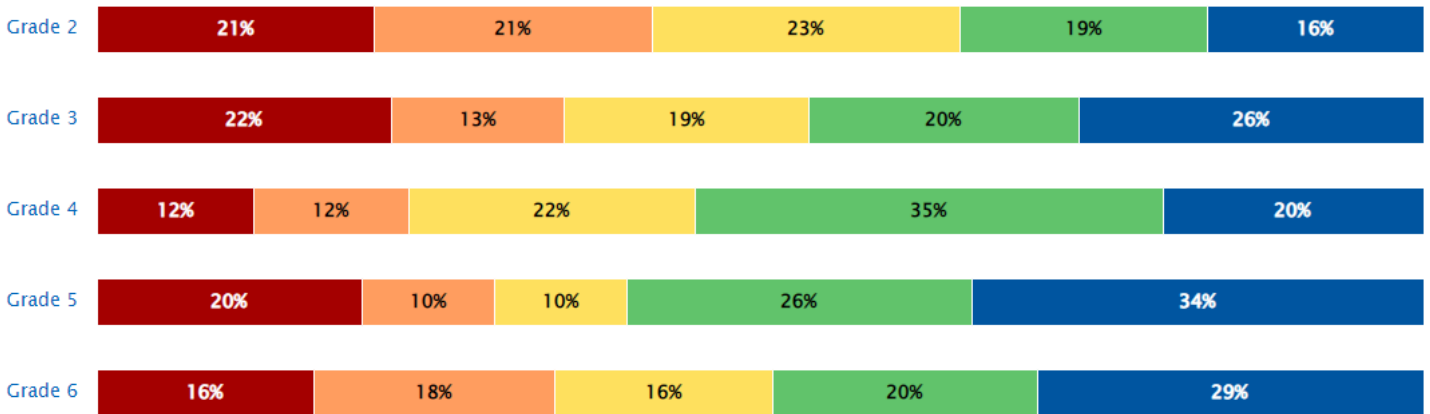
Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Intentional use of phonemic awareness program.</p> <p>Use of evidence based intervention program in our resource room and in our reading room.</p>	Program pre and post assessment at intended intervals.	<p>Heggerty Phonemic Awareness Program</p> <p>Wilson Reading System Intervention programs Just Words and Wilson Reading Intervention.</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<p>Lacey Haller, Resource 1 teacher</p> <p>Margaret Morfitt, Reading Resource teacher</p>	School year	HP Lap and Lap
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>10.20.22: We have found that with intentional instruction following the intent of the core curriculum and the intervention curriculums teachers are already seeing progress.</p>		

PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (MATH) Goals 1, 2

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2. All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

DRY CREEK ELEMENTARY

School Achievement: Math K-12



MATH Needs Assessment/Implications: Use this area to expound on what your data document has helped you to identify as areas of strength and concern. We are starting out strong this year in Eureka. The training that our new staff from this year and last year did is paying off. Across every tested grade, we made improvement from last spring. For our current 3-6th graders, already this year we see an increase from 57% proficient to 66% proficient in math. The biggest increase was our current 4th graders who were 70% proficient last spring and are 84% proficient in this BOY cycle. Eureka is a curriculum that teachers are most comfortable in using. Every classroom has small groups in math, and most importantly, all of our teachers in grades 1-5 are using Dreambox with fidelity, meaning a minimum of 60 minutes per week, per child. Additionally, we have a math interventionist here 65% of the time and she pulls small groups, individuals, and pushes in the classroom for support based upon the data that is derived from MAPs and from Dreambox. The math interventionist has concentrated her time in 1st –3rd grade this year and last year.

CSIP 2022/23 MATH

SMARTIE Goal: Create your SMARTIE Goal. 10.20.22.

Goal #1: Continuing the use of a guaranteed and viable core curriculum in addition to Dreambox and a math interventionist, by June of 2023 our proficiency rate will rise from 66% to 78% as will be evidenced in the June 2023 MAPs data.

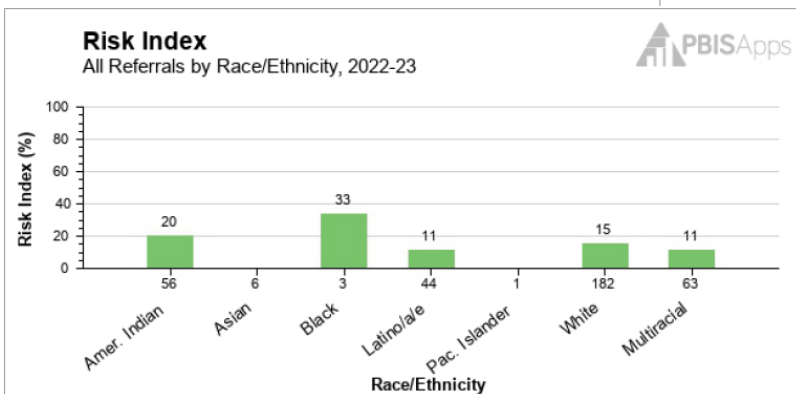
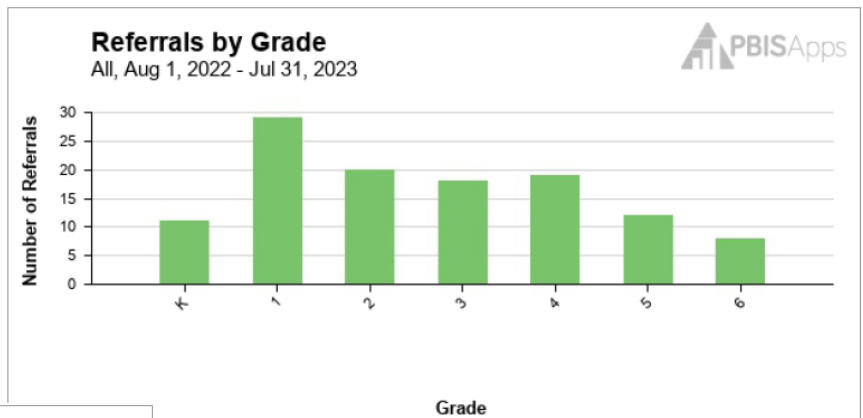
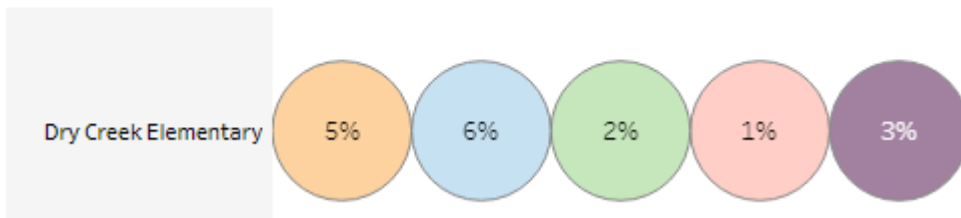
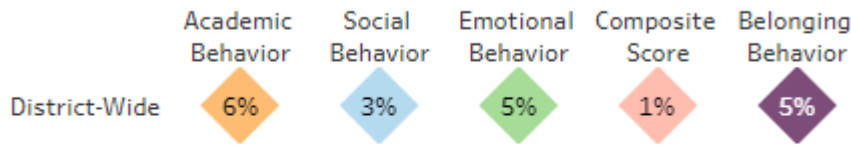
Goal #2 Increase Alaska Native/ American Indian students who are currently in grades 2-6 from 36% proficiency to 46% proficiency using Native American Interventionist, Math interventionist, and Dreambox as supplementary services as measured by Spring MAPs assessment in June 2023.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Dreambox intervention program-used 60 minutes per week, per student. Data is used by math interventionist to apply intentional learning opportunities in small and individual groupings.</p> <p>Math Interventionist- is .65% FTE and works with individuals, small groups, and supports classroom teachers through push-in supports in addition to monitoring use of Dreambox.</p>	MAPs data, Middle and End of unit module assessments, and Dreambox data.	<p>Continued subscription for Dreambox.</p> <p>Continued employment of math interventionist.</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Classroom teachers, math interventionist, Julie Bryant	Dreambox is used 60 minutes weekly. Math interventionist is here .65% FTE. This occurs throughout the school year.	<p>Dreambox was paid from the iGrant last year and subscription of \$9000 will be due again in January. iGrant not available this year. Possible use of HP Lap/ Lap</p> <p>Interventionist paid from ESSER money for the school year.</p>
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
10.20.22. Both of these activities are already seeing results. We saw growth last year and have already seen a 9% increase in proficiency from spring 2022 MAP assessment to fall 2022 MAP assessment with the same groups of students.		

CSIP 2022/23 STUDENT WELLBEING

PASD Strategic Plan Focus Area #2; District Culture Goals 1 & 2

1. Promote a safe, healthy, affirming, and welcoming learning environment 2. Celebrate Success through broad-based, varied media



SWB Needs Assessment/Implications:

Use this area to expound on what your data document has helped you to identify as areas of strength and concern. 10/20/22: A celebration for Dry Creek is that we concentrated a lot of effort into improving behaviors for last year's 4th and 5th grade students. As is evidenced in the Referrals by Grade chart, these two grades, and in particular our current 6th grade, have the least amount of referrals. Where we see the area of concern is in our lower grades, K-4, and in particular, grade 1. We are seeing an increase with these students that are two fold, some students started to struggle at the end of the year last year, and then we also have had an influx of students with serious behavior concerns and lack of formal support which we are putting in place. Another concern in grades kindergarten-2nd grade is that the class sizes are large. We are currently fully staffed, but this is a recent occurrence. Additionally, we have struggled with consistent attendance by adults that are meant to support teachers and students with behaviors and academics. Currently 50% of our students identify as white and 50% of our students identify either of a specific race or multi racial. Our students of color are disproportionately represented in our discipline referrals which shows that 85% of our referrals are for students of color.

CSIP 2022/23 STUDENT WELLBEING

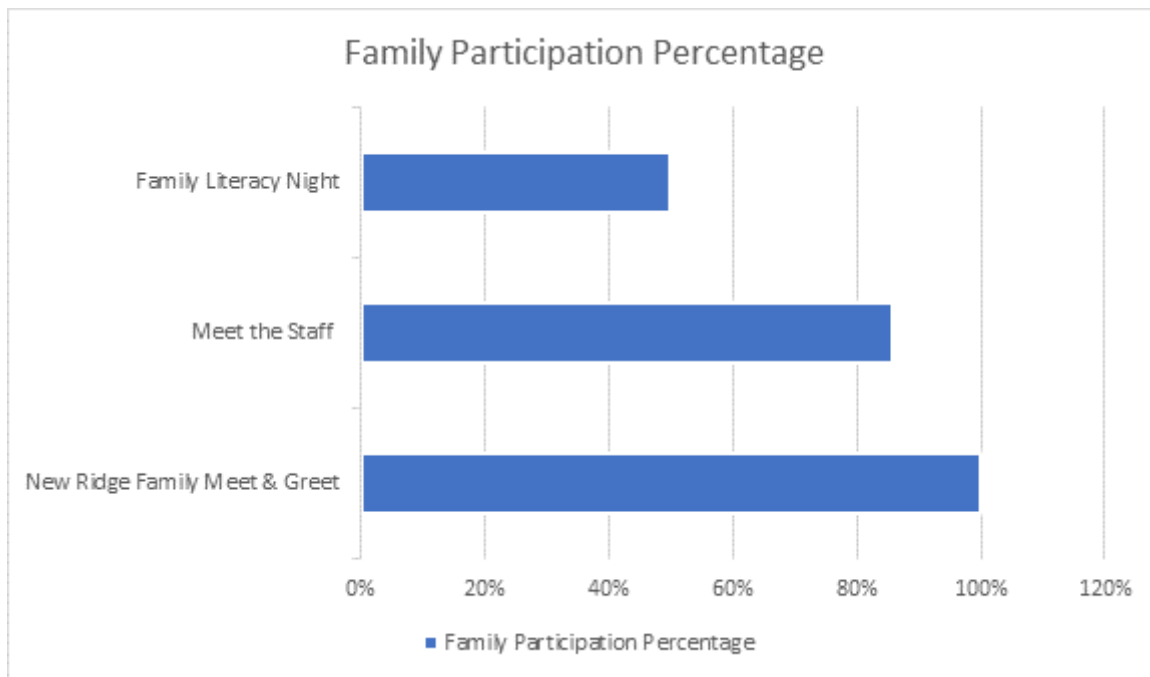
SMARTIE GOAL: Create your SMARTIE Goal. 10/20/22: Goal 1: In deploying restorative practices and MTSS strategies for behavior management and correction, Dry Creek will see a decrease in student referrals and maladaptive behaviors from 58 per month to 25 per month by June 2023 as measured by SWIS data. For our students of color, 50% of our population with 85% of our school referrals, we will work with our behavior team and our community partners to reduce this to 50% by June of 2023 as measured by SWIS data.

Goal 2: Students who have been flagged for specific behaviors on the EES Student Universal Screener will decrease by 50% by June of 2023 as measured by the screener follow-up administered by the school counselor and school social worker.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Strengthen efficacy and effectiveness of our community relationships through regular support and communication, this includes more involvement of the Native American Interventionist.</p> <p>Hire a trauma trained school social worker, a Dean of students, and a behavior support specialist.</p>	We will continue to monitor our SWIS data on a monthly basis as well as our Google Drive logs that are kept with more detailed information regarding discipline referrals.	<p>Community partnerships with regular meetings and action steps.</p> <p>OSPI iGrant and HP Lap to fund the employment of a part time school social worker. District provided Dean of Students and a Title 4, HP Lap, and LAP funds to hire behavior support specialist.</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Behavior Team: Madelene Cundall, Katherine Longmire, Kayla Gagnon, Mischa Rood, Julie Bryant, Meghan Leary	Weekly meetings with community partners. Thrice weekly meetings with Behavior Team. Monthly data checks and analysis by Behavior Team.	HP Lap, Lap, Title I, iGrant, Title IV.
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>We have had a rough start to the year with maladaptive behaviors. Our data shows clearly that our new students across the grade levels have brought increased behaviors which require not only a high number of 1:1 paraeducator support, but increased disruption in the learning environment. Our strongest concentration of behaviors is in our youngest students K-2. This means that we are working with a lot of students who are struggling with academic and school behavior expectations. We have created a strong team approach to helping students learn appropriate and safe behaviors.</p>		

PASD Strategic Plan Focus Area #3; Family and Community Engagement Goals 1, 2, 3

1. Create and promote a system that facilitates open and accessible communication between family, staff, students, and community 2. Provide opportunities for families to support student learning 3. Support student success and family engagement by building partnerships with community organizations



F & CE Needs Assessment/Implications: Use this area to expound on what your data document has helped you to identify as areas of strength and concern. 10/20/22 Dry Creek will continue to plan activities and opportunities to engage our families and communities. We know that we have had very large turnouts for family events last spring and this fall. Well over 1/3 of our families attended both our Meet and Greet in August and our Open House. We will increase our efforts to ensure 100% of our families attend at least one school event this year. We have increased our outreach at the individual student level and will continue to do this as well.

CSIP 2022/23 FAMILY AND COMMUNITY

SMARTIE GOAL: Goal 1: By June of 2023, 90% of all Dry Creek families will have attended one family engagement activity as is measured by sign in sheets.

Goal 2: By January of 2023 Dry Creek PTO will be functioning and holding monthly meetings with the purpose of increasing family and student engagement. This will be measured by meeting agendas and sign in sheets.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Increased number of family engagement events and activities in collaboration with tribal community members and PTO.</p> <p>Positive connections with families through positive postcards home, Kudos cards, events, and meetings to solve behavior concerns.</p>	<p>Sign in sheets will be used to count attendees.</p> <p>CEE Survey sent in February 2023 to families.</p>	<p>Incentives for classrooms who have high attendance rates as well as providing food for events. Raffle drawings from donations and family event funds and PTO. More advertising and cheerleading to encourage attendance.</p> <p>Funds to pay for post cards. Use of social media and other communication sources such as email, school messenger, and Class Dojo.</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Classroom teachers, Julie Bryant, Office Staff, Madelene Cundall, Carmen Watson-Charles, Leandra Cable-Bruce, Nizhoni Wheeler	Ongoing through out the year.	Title I Family Engagement, PTO, and Donations.

Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

As we move throughout the year, we will see an increase in student and family feelings of safety, belonging, and significance due to our efforts as a community to include all families. Already this year, we had large participation numbers in our family events which have included a Teacher Meet and Greet where we provided ice cream treats from our community partner, NW Treats. We provided through a partial donation from PTO, over 300 treats. We continue to work in partnership with our tribal community in areas like teaching and learning about the history of our tribal community through weekly Language and Culture lessons, the teaching and piloting of the Since Time Immemorial Curriculum, our honoring of indigenous holidays and recognitions, and our collaboration for Native American History Month.

Additional Implications: Dry Creek Elementary has a high level of diverse student needs. This year we have high number students that have entered into our boundary area, or are MKV, or have re-entered our school from the districts Behavior Disorder program. Many come to us with high behavior support needs. Four of our new students require a full time support person. Two of the students who have entered our school now have support from para educators and 2 do not. We have had to shift people around to cover the two students in particular that exhibit behaviors that make the classroom learning environment unsafe for themselves, their teachers, and other students. Their behaviors are highly disruptive and typical avoidance behaviors combined with trauma, high ACE's Scores and developmental delays that preclude them from full participation.

Our ELL numbers are low and the students are getting services through a district ELL Teacher on a weekly basis. Teachers at Dry Creek use structured and multi sensory instructional practices and curriculums.

Our Special Education numbers are above 20%. Our special education teacher, who will be on maternity leave for 4+ months, has a case load of 44 students. We've been able to disperse some of the case management to our Special Education PreK teacher who is also providing case management to our self-contained Resource 2 classroom.

Dry Creek is intentional in its efforts to have students feel safe, like they belong, and are significant in their time here at our school. We reach out to families in multiple ways. We emphasize students positive qualities through celebration and family communications. We use positive postcards home, Kudos cards and calls home, monthly school newsletters and calendars, and our practice is to have every student hear their names, said correctly, at least once a day by school adults.

ELA pgs. 2&3	Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.
	End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Math pgs. 4&5	Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.
	End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Student W. B. pgs. 6&7

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Family & Comm. pgs. 8&9

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Preliminary Planning for Next School Year: 10/22/22 Our overarching goal at Dry Creek is to continue to work to support students in their social and academic behaviors so that our classrooms can be positive and safe learning environments for all students. To do this, we have to continue to strengthen our behavior support team, give and support teachers with the tools they need to access and improve best teaching practices, as well as support students and families by showing them that they are safe, they belong, and that they are significant at Dry Creek. While our current ELA and Math Curriculums are solid, scientifically significant programs, our team needs both academic and social behaviors to improve vastly for them to truly be able to access all that they offer in terms of student success and growth. We will continue to solidify our processes as far supporting students who we identify as needing extra support in terms of academic and social behaviors. Our behavior team meets regularly to assess student and staff needs in terms of behavior supports. We have a system of MTSS that looks closely at social and emotional needs, academics, and behaviors. Our goal is to continually strengthen all three pieces giving the support that each area needs as they are interdependent on the strength and success of the other.