



Continuous School Improvement Plan 2023/24

Dry Creek Elementary, PASD



Principal: Julie Bryant PhD

District Profile

The 2023-2024 school year is going to be an incredible year of learning for our students. Our goal is to have all students learning at high levels. We believe that positive relationships are the foundation of our work. We believe that relationships are built by working together to support our students. At the focus of our work is our commitment to equity. We are creating a school system that ensures systemic educational equity for each student, family, and staff member.

We are committed to our PASD Strategic Plan and to the following goals: **Teaching and Learning:** We believe that each student, when provided with effective instruction and services/supports that create relevant learning opportunities, will graduate. All students will graduate college, career, and life ready. **Social-Emotional Learning:** We believe in using equitable systems and supports to educate the whole child because this creates expert learners. Students who receive comprehensive SEL instruction demonstrate higher rates of post-high school success. **Facilities:** We believe each student learns better in a safe and secure building. The overall goals of capital improvements include modern safety and security upgrades, and modern teaching and learning environments. **Dynamic Communication:** We believe students learn best when staff, families, and the community are our partners. We want to develop and maintain communication systems that effectively connect these groups.

We are partnering with local providers and community groups to provide needed resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Professional Learning Communities, and Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior, social-emotional learning, and attendance. These systems allow us to be not only proactive, but also to be responsive with our interventions and support to help all student be successful learners.

School Profile

Dry Creek Elementary is a Pre-K through grade 6 school. Currently, our student number is 343 plus 14 in our developmental PreK program . In addition to our general education program, we have a Developmental Pre-K program, a Transitional Kindergarten program, a Resource 2 room, and we also house the Port Angeles School District's Ridge Program, which is a Highly Capable program for students in grades 2-6. 62% of our students participate in the FARMA program. 22.5% of our students are in the Students with Disabilities category. 32% of our population listed American Indian/Alaska Native as one or more races. 13% listed Hispanic and 58% listed white. 22% of our student population listed 2 or more races as their ethnicity.

Over the last 2 years Dry Creek has made a targeted push to involve families in more ways. We believe, and research shows, that when families are involved in school students have better attendance, more positive behaviors, and do better academically and socially. In addition to the expected Title I events, last year we began inviting families to join us during the school day at recess and lunch at several points through the year. This year we added a monthly opportunity for families to become more involved in our CSIP planning and moving forward to engage in understanding what our data means. Our first meeting was well attended and families were able to ask questions and be part of building our goals and activities aligned with those goals.

Dry Creek's staff, both our certified and classified, are leading the way for Port Angeles School District as learners. In the past three years we have taken multiple opportunities to learn more about the science of how children read, and have intentionally used the research to ensure that we are all committed to instruction that is centered around structured literacy. 80% of Teachers and 50% of our paraeducators spent 6 weeks in a webinar book study last year around the science of reading. Many of our paras and our resource teachers spent last year taking an OSP sponsored course that did a deep dive into the different components of literacy from a science of reading lens. This year 9 of my certified staff spent three days in a residency around culturally responsive education in the classroom, planning and diving into work around equity in assessment and teaching practices, planning for creating learning experiences that raise the rigor for all students.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/13/23	11/09/23
Mid Year Review	2/23/24	3/14/24
Final	6/21/24	6/28/24

Completed on: September 18, 2023

Needs Assessed By: Guiding Coalition

PASD Strategic Plan Teaching and Learning (ELA):

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

Dry Creek Fall 2023-Winter 2024 MAPS and DIBELS ELA									
			Intensive	Strategic	Strategic+	Core	Grade Level	Above Grade Level	At and Above Level
K	DIBELS	Fall #	24	5			4	3	7
		Winter #							
1	DIBELS	Fall #	22	4			6	8	14
		Winter #							
MAPS Percentile			1-20th	21-40th	41-50th	51-60th	61-80	81 st +	61 st +
2	DIBELS	Fall #	9	10			14	11	25
		Winter #							
	MAPS	Fall #	9	7	4	4	7	14	21
		Winter #							
3	DIBELS	Fall #	8	12			21	14	35
		Winter #							
	MAPS	Fall #	10	7	4	5	9	19	28
		Winter #							
4	DIBELS	Fall #	11	9			14	11	25
		Winter #							
	MAPS	Fall #	5	8	3	5	15	20	35
		Winter #							
5	DIBELS	Fall #	17	11			15	13	28
		Winter #							
	MAPS	Fall #	12	8	5	8	5	14	19
		Winter #							
6	DIBELS	Fall #	14	4			16	17	23
		Winter #							
	MAPS	Fall #	10	2	4	7	9	18	27
		Winter #							
Tot als	DIBELS 2-6	Fall #	59	46			80	66	146
Tot als	MAPS	Fall #	46	32	20	29	59	85	144

ELA Needs Assessment/Implications: 10.13.23 Behaviors and attendance continue to be identified by staff as a major barrier to student achievement. Analysis of our 2022/2023 SBAC data shows a drop % of students who met standards in all but 6th grade, where we saw a significant increase in students who met standards. In looking deeper at our MAPs data we can see our fall data is hopeful in that the majority of our students in grades 3, 4, 6 are at grade level. This year we broke out our data to show the group, our CORE group, that are on the verge of meeting standards at above the 50th percentile but below the 61st percentile is at 29 students. This shows that a greater number of students are approaching standard, meeting standard, and above standard than the raw data shows. Teachers are committed to using their shared planning time and quarterly meetings with the reading specialist to continue to look at all of the groups and where they are in need of the most support. Dry Creek has common RTI time across grade levels each day that is intentionally focused on interventions.

SMARTIE Goal: Based on data from the spring 2024 SBAC administration, Dry Creek Elementary will increase average ELA proficiency of all students from 54% to 75%. Progress will be measured through data collected from interim MAPs and Dibels Data for grades Kindergarten through 6th grade at 2 intervals in February and June of 2024.

Student Group Focus: Based on data from the spring 2024 SBAC administration, Dry Creek Elementary will increase average ELA proficiency of American Indian/Alaska Native students from 22% to 52%. Progress will be measured through data collected from interim MAPs and Dibels Data for grades Kindergarten through 6th grade at 2 intervals in February and June of 2024.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
Daily Interventions with the groups with the most needs being met with the certified staff. (1-4) Use of Wilson Reading Systems Intervention Programs: Foundations, Just Words (Tier 2), and Wilson Reading System (Tier 3), Read Naturally (Tier 2), and Reading Mastery (Tier 3) (2-4) Heggerty Phonemic Awareness Program (1-4)	Benchmark progress monitoring data: DIBELS MAPs Foundations Progress Monitoring	MTSS: Team-Driven Shared Leadership Data-Based Decision Making Family, Student, and Community Engagement Continuum of Supports Evidence-Based Practices

Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Classroom teachers Trained paraeducators Reading Specialist Principal Resource Teachers	DIBELS, MAPs take place in October, January, and June. Foundations Progress Monitoring is ongoing throughout the school year on a monthly or as needed bases.	Support for additional training provided through Target 3 grant and Lap/HP Lap funding. -\$2500 Additional Wilson Materials—\$2500 HP LAP Decodable Readers for All Grades-\$5,500 –LAP

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
2. Commit to raising achievement levels for all students by ensuring educational equity.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

PASD Strategic Plan Teaching and Learning (math)

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

			Dry Creek Fall 2023-Winter 2024 MAPS Math						
			Intensive	Strategic	Strategic+	Core	Grade Level	Above Grade Level	At and Above Level
MAPS Percentile			1-20th	21-40th	41-50th	51-60th	61-80th	81th+	61st+
2	MAPS	Fall	12	8	3	7	9	6	14
		Winter							
3	MAPS	Fall	7	11	4	6	16	11	27
		Winter							
4	MAPS	Fall	7	4	3	6	13	13	26
		Winter							
5	MAPS	Fall	9	15	10	6	5	9	14
		Winter							
6	MAPS	Fall	10	11	10	4	6	14	20
		Winter							
Totals	MAPS	Fall	45	49	30	29	49	53	154

MATH Needs Assessment/Implications: 10.13.23 Behaviors and attendance continue to be identified by staff as a major barrier to student achievement. Analysis of our 2022/2023 SBAC data shows a drop % of students who met standards in all but 6th grade, where we saw a significant increase in students who met standards. In looking deeper at our MAPs data we can see our fall data is hopeful in that a majority of students in grades 3, 4, and 6 are at and above grade level. This year we broke out our data to show the group, our CORE group, that are on the verge of meeting standards at above 50th percentile but below 61st percentile are 29 students. This shows that a greater number of students are approaching standard, meeting standard, and above standard than the raw data shows. Teachers at Dry Creek are participating in the beginning stages of PLC teams where essential standards are the focus of their work. Each week they are analyzing and determining next steps based upon Common Formative Assessment data.

CSIP 2023/24 MATH

SMARTIE Goal: Based on data from the spring 2024 SBAC administration, Dry Creek Elementary will increase average Math proficiency of all students from 50% to 70%. Progress will be measured through data collected from interim MAPs for grades 2nd through 6th grade at two intervals in February and June of 2024.

Student Group Focus: Based on data from the spring 2024 SBAC administration, Dry Creek Elementary will increase average Math proficiency of American Indian/Alaska Native students from 23% to 53%. Progress will be measured through data collected from interim MAPs for grades 2nd through 6th grade at two intervals in February and June of 2024.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<p>Use of Grade Level Essential Standards to guide instructional focus within core math program. (1-4)</p> <p>Dreambox intervention program-used 60 minutes per week, per student. Data is used by teachers to apply intentional learning opportunities in small and individual groupings. (2-4)</p> <p>PLC teams work with team identified essential standards</p>	<p>CFAs and Module tests</p> <p>MAPs data</p> <p>Dreambox data showing standards met for each student</p> <p>Ongoing Common Formative Assessments</p>	<p>MTSS:</p> <p>Team-Driven Shared Leadership</p> <p>Data-Based Decision Making</p> <p>Family, Student, and Community Engagement</p> <p>Continuum of Supports</p> <p>Evidence-Based Practices</p>
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
<p>Classroom teachers</p> <p>Principal</p> <p>Trained Paraeducators</p>	<p>CFAs are used after each lesson</p> <p>Module assessments at the end of each module</p> <p>Dreambox daily, data extracted when appropriate</p> <p>PLC teams meet weekly throughout the school year.</p>	<p>Dreambox through Target 3 igrant -\$9000</p>

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1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
2. Commit to raising achievement levels for all students by ensuring educational equity.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

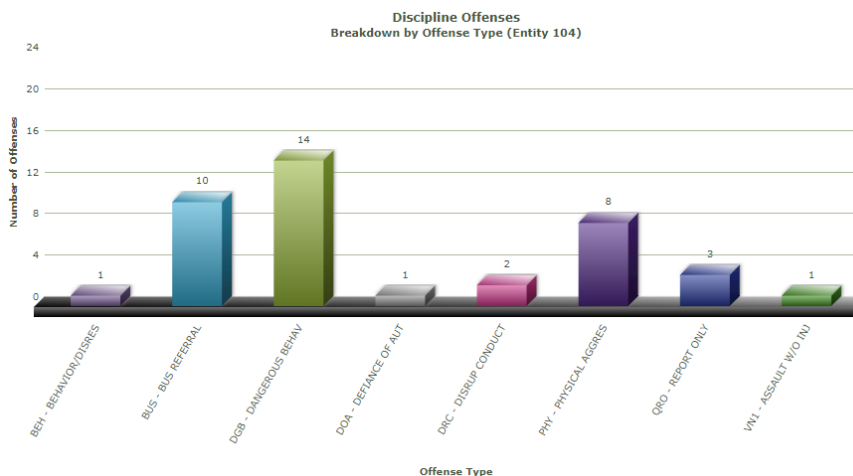
CSIP 23/24 SEL

PASD Strategic Plan Social-Emotional Learning

1. Powerful instruction is created through incorporating social-emotional learning into academic learning throughout the school day as well as specific lessons to build SEL skills.

EES-Student | Top 5 / Bottom 5 by Building Level

Elem	CSF — My teacher(s) believe student learning is important	98.1%
	HSE — My teacher(s) expect me to do my best	95.3%
	SE — It's important to me that I improve my skills this year	93.1%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	92.4%
	SLE — In this school, there is at least one adult who knows and cares about me	89.4%
	CT — I solve problems by first breaking them into smaller steps	43.2%
	EL — In class we often work with other students to solve a problem/do a task	47.2%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	46.0%
	EL — Our school engages in difficult conversations about race, gender, oppression ..	37.6%
	SLE — Most students are respectful of others at this school	23.8%



SEL Needs Assessment/Implications: 10.13.23 Our EES spring survey results show that students see their teachers have high expectations around learning and that adults care about them at Dry Creek. Areas that we will need to concentrate on surround race, gender, oppression. Dry Creek teachers recently participated in a 3 day residency where they did a deep dive into culturally responsive education in the classroom. The work they did over the three days and will continue to do and to share with colleagues addresses all of our bottom 5 areas of concern. The teachers are committed to this work. Underlying those 5 areas is the idea of engagement, something that is a critical piece of equity work in classrooms. We believe as we strengthen our instructional focus on equity and engagement, we will see less discipline problems. To amplify this work, we have contracted with a trauma specialist to provide training to our core behavior team. With this work, we will be able to support teachers as we all work through some of the trauma responses we see in our students behaviors.

CSIP 2023/24 SEL

SMARTIE GOAL: . Using data collected from our spring 2024 student wellness survey, Dry Creek Students in grades 3-6 will increase their perception of our school engaging in difficult conversations about diversity, equity, and inclusion from 37.6% to 80%.

Student Group Focus: Using data collected from our fall 2023 student wellness survey, the numbers of students who are flagged as in need of help in the areas of belonging and identity will decrease by the spring 2024 survey date.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<p>Kindness Theme/Kindness Team (1-4)</p> <p>Strengthen efficacy and effectiveness of our community relationships through regular support and communication, this includes increased involvement of both the Native American Liaison and the Native American Education Advocates.(1-4)</p> <p>Community partnerships to engage students in conversations and learning around race, equity, oppression, bullying. (1-4)</p>	<p>Monthly monitoring of SWIS/Skyward Data</p> <p>Analysis of spring EES Student Wellness survey</p>	<p>MTSS:</p> <p>Team-Driven Shared Leadership</p> <p>Data-Based Decision Making</p> <p>Family, Student, and Community Engagement</p> <p>Continuum of Supports</p> <p>Evidence-Based Practices</p>
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
<p>Principal</p> <p>Counselor</p> <p>Native American Liaison and Education Advocates</p> <p>Classroom Teachers</p>	<p>This is ongoing work</p> <p>Student support team meets biweekly</p> <p>Behavior team meets biweekly</p>	<p>\$3000 incentives and awards for student positive behavior/ kindness recognition-HP LAP</p> <p>Work with Clementine Whalen, from the Clallam Resistance Project. \$7500 Target 3 iGrant</p>

PASD Equity Goals (Actions)

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1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
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3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

PASD Strategic Plan Facilities & Communication

1. Environment are innovative, safe, and provide for the well-being of all users. 2. Communication systems are clear, concise, consistent, and accessible. 3. Cultivate partnerships to ensure all students graduate from high school career and/or college ready.

	Days Absent	Days Excused	Days Unexcused
TK/Kindergarten	37.5	22.5	15
1 st Grade	32	24.5	7.5
2 nd Grade	29	17.5	11.5
3 rd Grade	31.5	20.5	11
4 th Grade	17	13	4
5 th Grade	20	17	3
6 th Grade	22	16	6

EES-Family | Top 5 / Bottom 5 by Building Level

Elem	C — Communications/materials I receive from the school are in a language I can un..	97.3%
	SLE — School employees are respectful and courteous of one another	87.9%
	SLE — Adults in this school value and respect my racial/cultural identity	85.7%
	PCI — When I share concerns with my student’s teacher, they listen	87.5%
	SLE — Teachers in this school provide students with a variety of learning opportun..	86.4%
	PCI — Parents/families participate in important decisions about their student’s ed..	58.7%
	CSF — I am informed about progress toward the improvement goals of this school	45.7%
	PCI — Parents/families have input into plans for improving this school	46.2%
	EL — Our school engages in difficult conversations about race, gender, oppression ..	61.1%
	PCI — This school tells me how I can help my student with homework	61.7%

F & C Needs Assessment/Implications: 10.13.23 Our attendance is starting at a chronic absentee level with 89.4% daily average attendance rate. We have a strong attendance process at Dry Creek which we will continue to use. We have started analyzing and following the procedure earlier this year with calls for more than 2 unexcused absences already starting by the principal. We worked with our families to brainstorm solutions and will continue to have the communication and discussions necessary. The implications of such high absence rates are many. This includes exclusion from learning opportunities, which is a major force in student success. Additionally, students who have chronic absenteeism often struggle to adjust socially and gain important friendships and to understand and practice classroom and school expectations, often causing higher behavior referrals. Dry Creek has a high level of family communications: regularly using multiple platforms for communication including Class Dojo, PTO Facebook Page, Emails, Wednesday communication folders, and weekly and as needed mass calls.

SMARTIE GOAL: Using data from Skyward and collaborative thinking from staff, students, and families, Dry Creek will increase the attendance of all students from 55% to 75% having two or fewer absences per month as measured by monthly attendance reports.

Student Focus Using data from Skyward and collaborative thinking from staff, students, and families, Dry Creek will increase the attendance of low income students from 49.4% to 69.3% having two or fewer absences per month as measured by monthly attendance reports.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
Biweekly Student Support Team Meetings-Framework surrounding equity goals (1-4) Shared and interactive Attendance Tracker . All efforts recorded by all SST member on interactive Google Sheets Attendance Tracker.(3-4) Family Engagement Activities: Family Nights, Recess with Relatives, Lunch with Relatives, Donuts with Grown Ups, PTO (1-4) Monthly grade level/Improved attendance recognition (1-4)	Data gathered bi-weekly from Skyward	MTSS: Team-Driven Shared Leadership Data-Based Decision Making Family, Student, and Community Engagement Continuum of Supports Evidence-Based Practices
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Summer Cooper Leandra Cable-Bruce Meghan Hoekman Julie Bryant Tamara Reynolds	Bi-Monthly meetings where attendance and equitable resources are discussed and employed.	\$1000 for Attendance Recognition

PASD Equity Goals (Actions)

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Additional Needs Assessment/Implications:

10.13.23 Dry Creek continues to train and implement practices around trauma informed practices. We are increasing our attention to restorative practices and logical consequences around behaviors that effect the learning of all students. Dry Creek lost key behavior prevention and support personnel in last years Reduction in Force, which does effect our ability to get into the work in an in-depth manner. We are contracting with Clementine Whalen, from the Clallam Resistance Project to help our school community increase capacity to support our students in a trauma informed manner with a lens of equity and inclusion.

Dry Creek continues to understand the impact of equity and inclusion for our students engagement in their academic and social and emotional success. We fully understand the importance of involving our families in our school community. We have done, and will continue, to invite community partners to work with us as we improve our own capacity for understanding, delivering, and demanding all students have a positive learning environment and are engaged in high level academic and social emotional work. When training opportunities arise, the staff at Dry Creek respond in high numbers in engaging with the training. Our Guiding Coalition has committed to equity training, trauma informed practices, and continuing our work around the science of reading. Our PLC work has supported these priorities as well because we know without equity and trauma informed trainings, our work in math and ela won't fully engage students in their growth.

ELA pgs. 2&3	Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Math pgs. 4&5	Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Social-Emotional. pgs. 6&7

Mid-Year Review 2/23/2024: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024:

Facilities/Comm. pgs. 8&9

Mid-Year Review 2/23/2024: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024:

Preliminary Planning for 24-25: Adjust and briefly restate your SMARTIE goals, reinterpret, or rewrite as necessary. Incorporate adjustments as needed using comments and observations from the Mid-Year review and End of Year Assessments