

School Improvement Plans

School Board Presentation
November 25, 2024



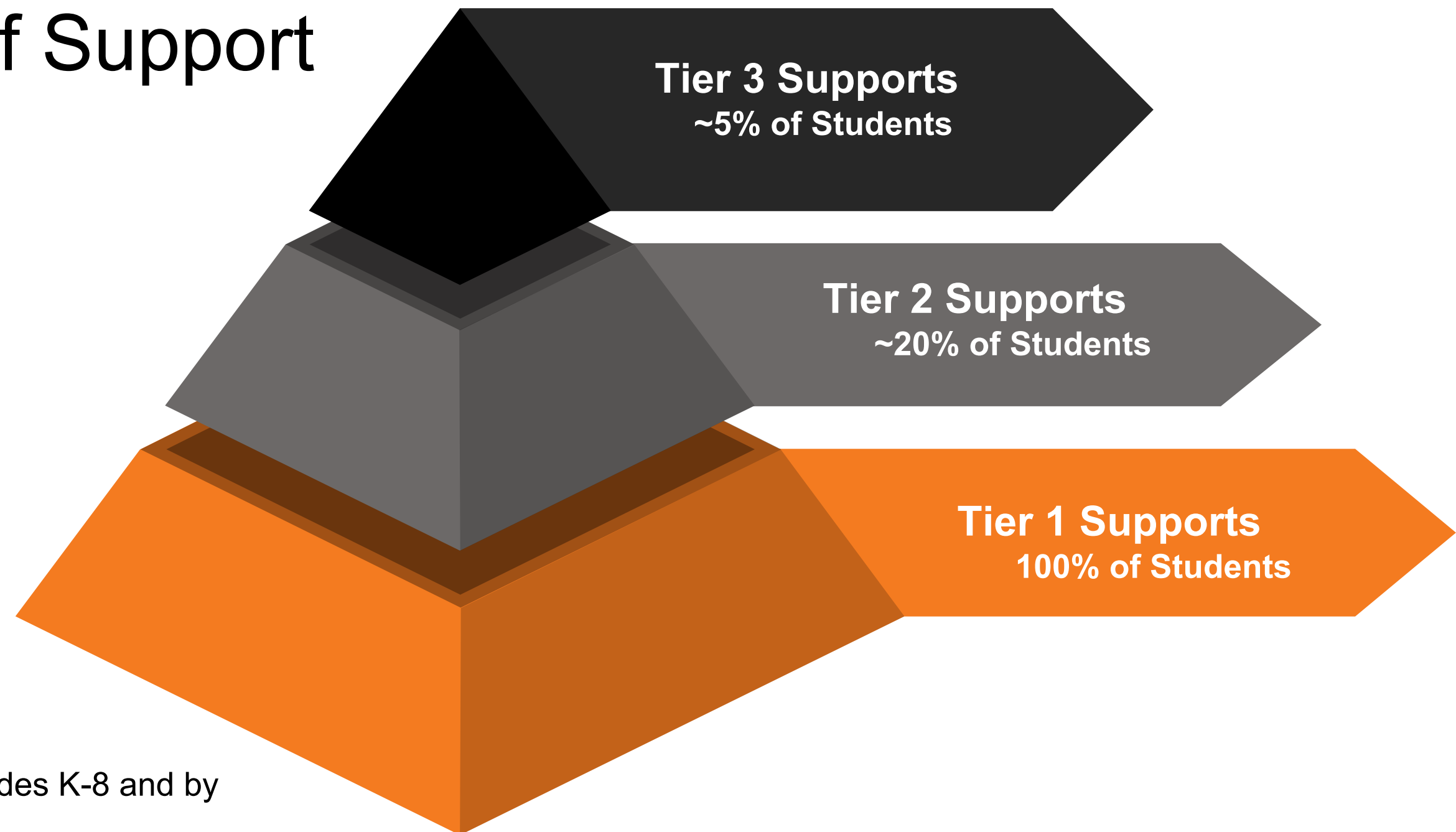
EPHRATA
SCHOOL DISTRICT

DISTRICT-WIDE GOALS

Goal 1: Improve Student Success in Tier 1 Instruction

Multi-Tiered Systems of Support

The percent of students meeting reading and math standards in Tier 1 instruction will increase by 10% from May 2024-May 2025*



* Measured by STAR Benchmark Assessments in Grades K-8 and by the Smarter Balanced Assessment in Grade 10

EVIDENCE BASED PRACTICES AND DATA MEASURES

1. Work with a coach from NCESD to identify and vertically align K-8 essential standards in ELA and Math, develop learning progressions and establish common grade-level assessments.

Measured by: Student performance on common assessments aligned to the essential standards.

2. Implement targeted interventions based on student assessment performance.

Measured by: STAR CBM Progress Monitoring Data, Classroom-based assessments, Intervention Assessment Progress Monitoring Data

EVIDENCE BASED PRACTICES AND DATA MEASURES

3. Provide Professional Learning on high-leverage instructional practices, core curriculum and intervention and assessment programs; district admins work to refine “look fors” in instructional practices

Measured by: Classroom observations, Marzano Instructional Model, TPEP Essential Standards, Common Assessment Data, Progress Monitoring Data

4. Implement Professional Learning Communities (PLC+) to focus work essential standards and effective instructional planning.

Measured by: PLC+ Notes, Unit Plans, Common Assessment, Observations of an Evident “Data Culture.”

DISTRICT-WIDE GOALS

Goal 2: Increase Achievement of Multilingual Learners

The percent of Multilingual Learners making progress toward English proficiency will increase by 10% from March 2024 to March 2025*

* Measured by state English Learner Assessment (WIDA Access)



EVIDENCE BASED PRACTICES AND DATA MEASURES

1. Engage staff in Professional Learning on Effective English Language Development Instructional Strategies and on the WIDA English Language Development Framework.

Measured by: Unit/Lesson plans that include specific language outcomes, Evidence of strategies in classroom observations

2. Review systems to maximize resources and increase our capacity to meet the needs of Multilingual Learners.

Measured by: Newcomer data by grade level, Long Term English Learner (LTEL) data by grade level and student group, staffing and funding source data, staff and student schedules

EVIDENCE BASED PRACTICES AND DATA MEASURES

3. Engage in frequent review of student data with staff to promote intentional focus on language strategies

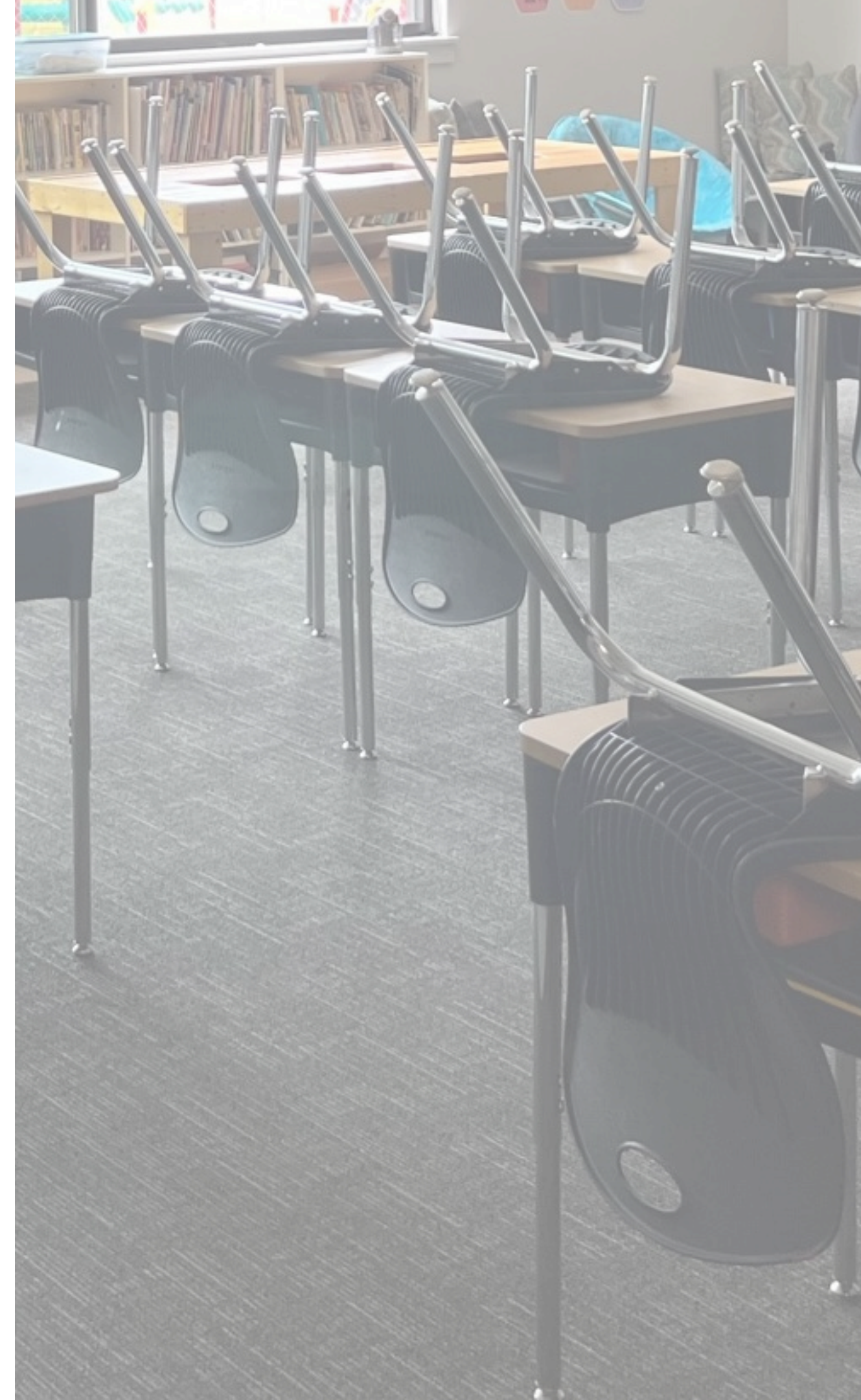
Measured by: WIDA Data - drill down, intervention program data (Imagine Learning), Inside the USA, Hands-on English), classroom observations - flexible grouping, sheltered courses.

DISTRICT-WIDE GOALS

Goal 3: Increase Student Attendance

The percentage of chronically absent students
- those who miss 10% or more of school days -
will decrease by 5% from June 2024 - June
2025

* Measured by Student Information (SIS) Attendance Data



EVIDENCE BASED PRACTICES AND DATA MEASURES

1. Provide safe and supportive learning environments

Measured by: SWIS Data, Principal/Director classroom visits, Clear student expectations posted, student involvement data - clubs, academic competition programs, extra-curricular programs

2. Provide relevant and engaging classroom instruction and student opportunities.

Measured by: Classroom observations

EVIDENCE BASED PRACTICES AND DATA MEASURES

3. Engage in positive and supportive messaging for students, families, communities and educators, dedicated to raising awareness about the importance of attendance.

Measured by: School newsletters, social media posts, student/school recognition assemblies, student awards.

4. Engage in best practices for attendance improvement work through Multi-Tiered Systems of Support.

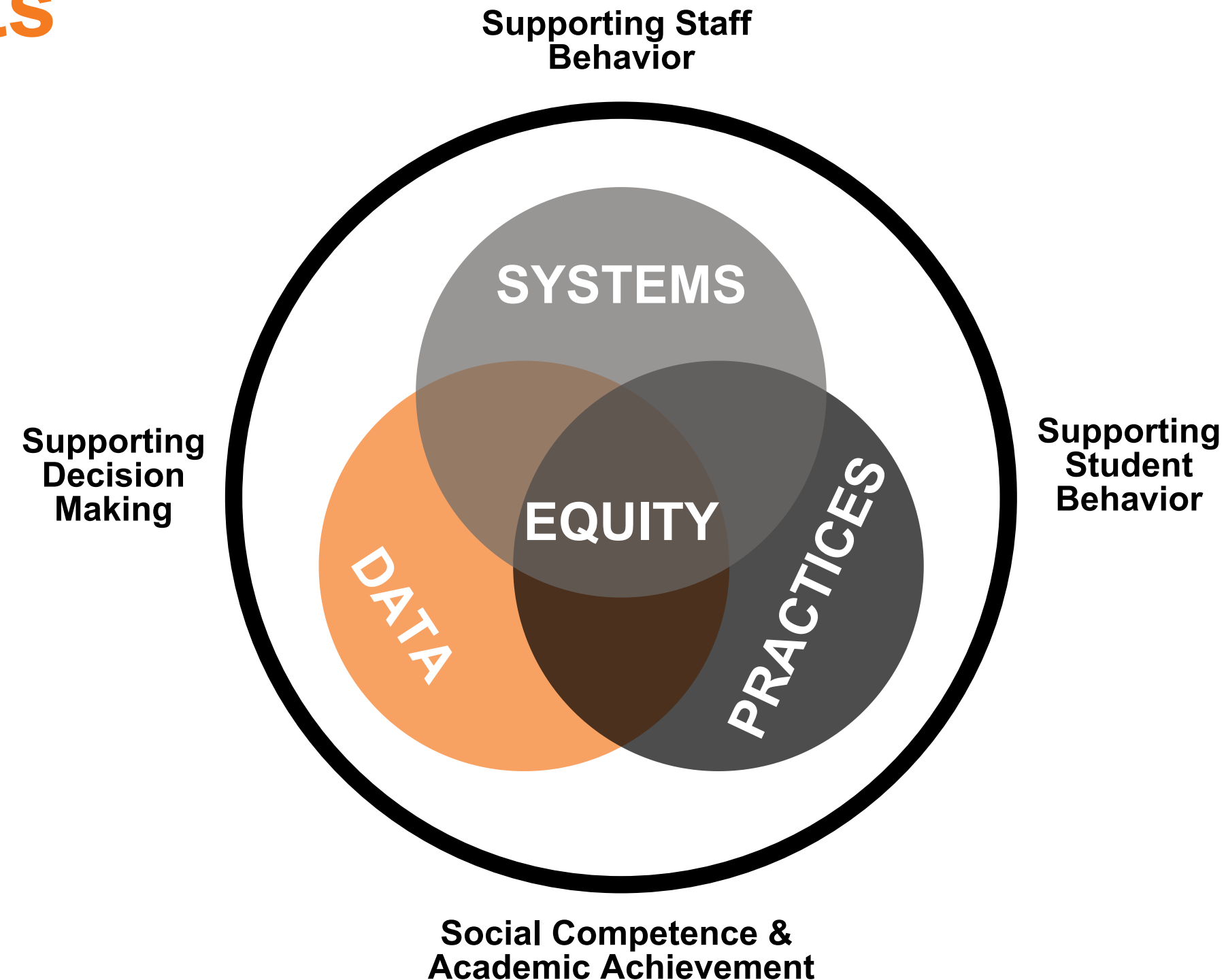
Measured by: Evidence of support: family contacts, notices, Community Engagement Board.

DISTRICT-WIDE GOALS

Goal 4: Improve Behavior Support Systems For Staff and Students

The percentage of students receiving exclusionary (including classroom and out-of-school) discipline actions will decrease 2% from 2023-2024 to 2024-2025.

* Measured by Positive Behavior Intervention Supports and School-Wide Information System (PBIS SWIS) and OSPI Discipline Data



EVIDENCE BASED PRACTICES AND DATA MEASURES

1. Establish PBIS district and school teams with clear goals for the year
Measured by: Meeting schedule, notes, progress toward yearly goals.
2. Enter discipline data in SWIS and review regularly.
Measured by: SWIS data, meeting notes
3. Monitor student responsiveness to intervention and assess implementation fidelity on an ongoing basis.
Measured by: SWIS data, meeting notes

DISTRICT REPORT CARD SNAPSHOT



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Enrollment

Enrollment
2023-24 School Year

2,860

Low-Income
2023-24 School Year

64.6%

English Language Learners
2023-24 School Year

15.3%

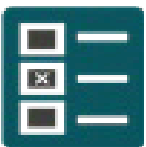
Finance



Per Pupil Expenditure
2022-23 School Year

\$15,487

Attendance



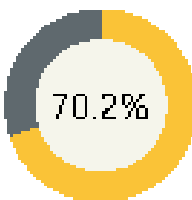
Students Attending 90% or
More of School Days in the
2022-2023 School Year

68.1%

Assessment

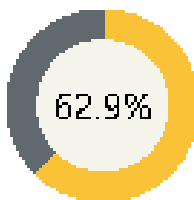
Foundational Grade-level Knowledge (and above)

ELA
2023-24 School Year



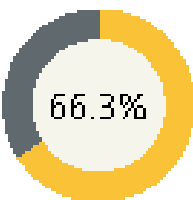
70.2%

Math
2023-24 School Year



62.9%

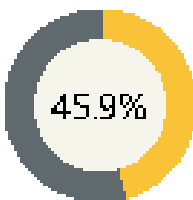
Science
2023-24 School Year



66.3%

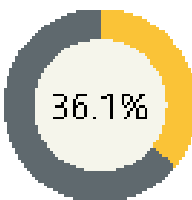
Consistent Grade-level Knowledge (and above)

ELA
2023-24 School Year



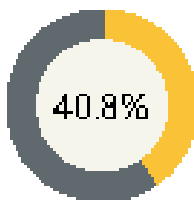
45.9%

Math
2023-24 School Year



36.1%

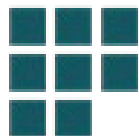
Science
2023-24 School Year



40.8%

Educators

Average Class Size
2022-23 School Year



18.5

Teacher Count
2022-23 School Year



157

Percent Teachers with Master's Degree or Higher
2022-23 School Year



73.9%

Teacher Experience
2022-23 School Year



14.9

ACHIEVEMENT DATA

College-Level Learning

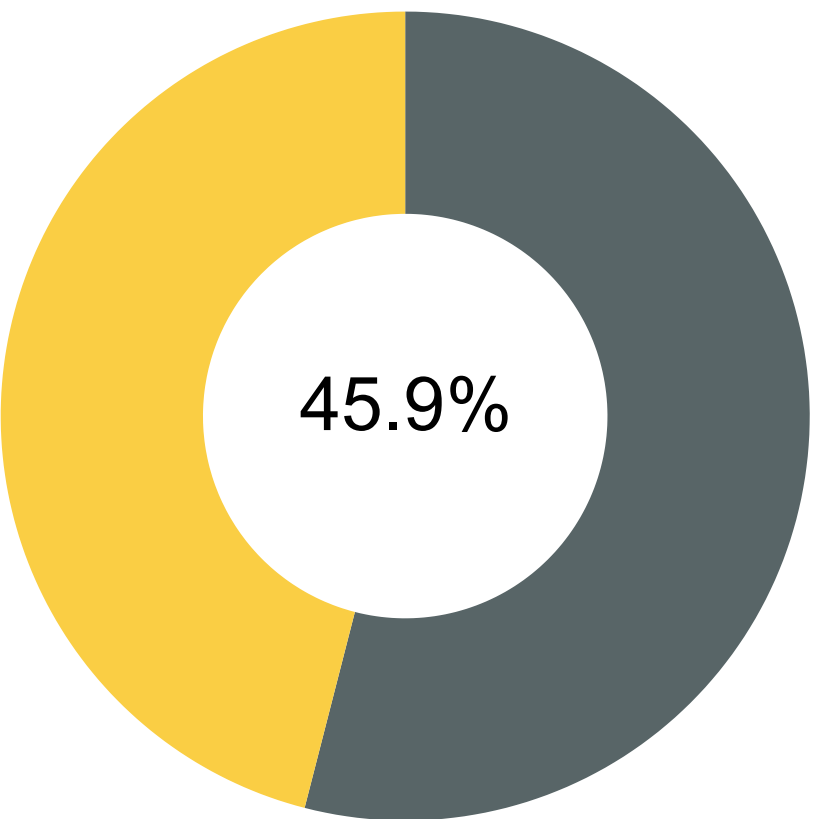


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PUBLIC INSTRUCTION

Consistent Grade-level Knowledge (and above)

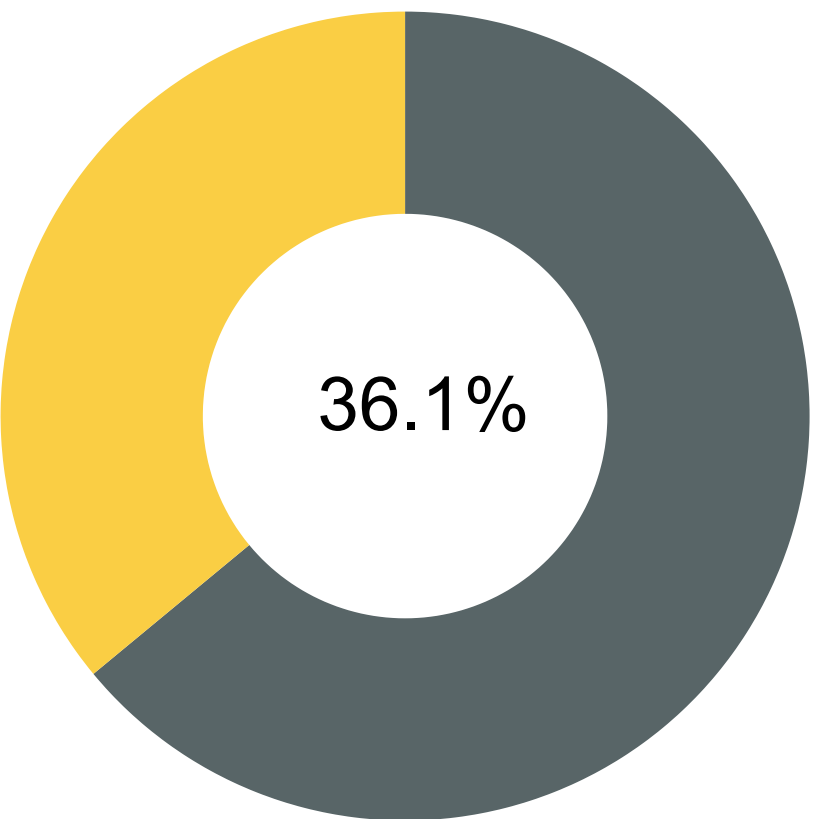
ELA

2023-2024 School Year



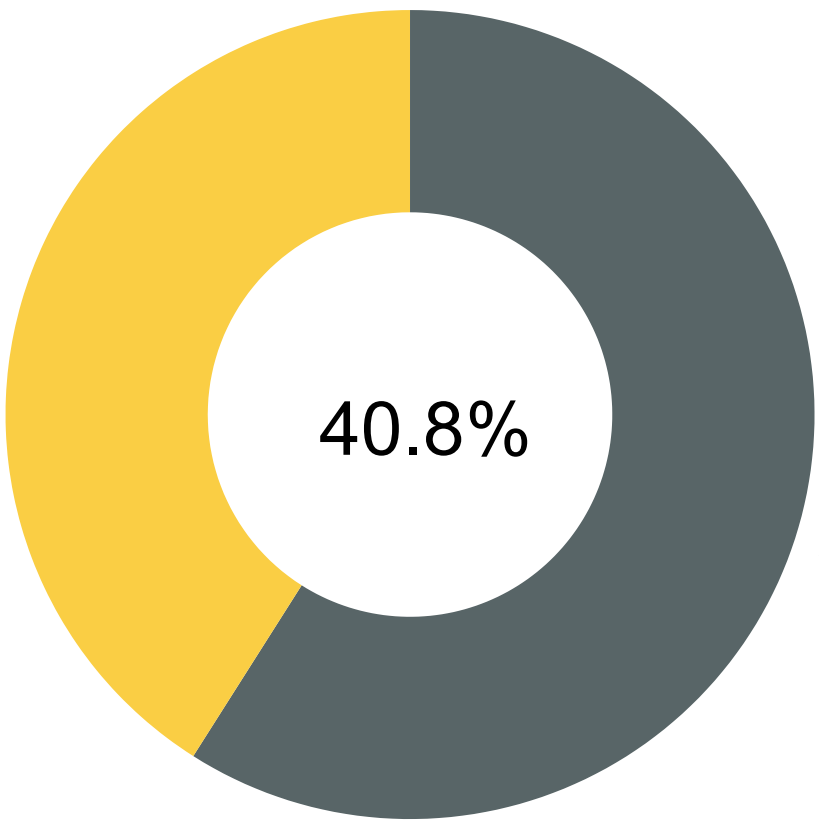
Math

2023-2024 School Year



Science

2023-2024 School Year

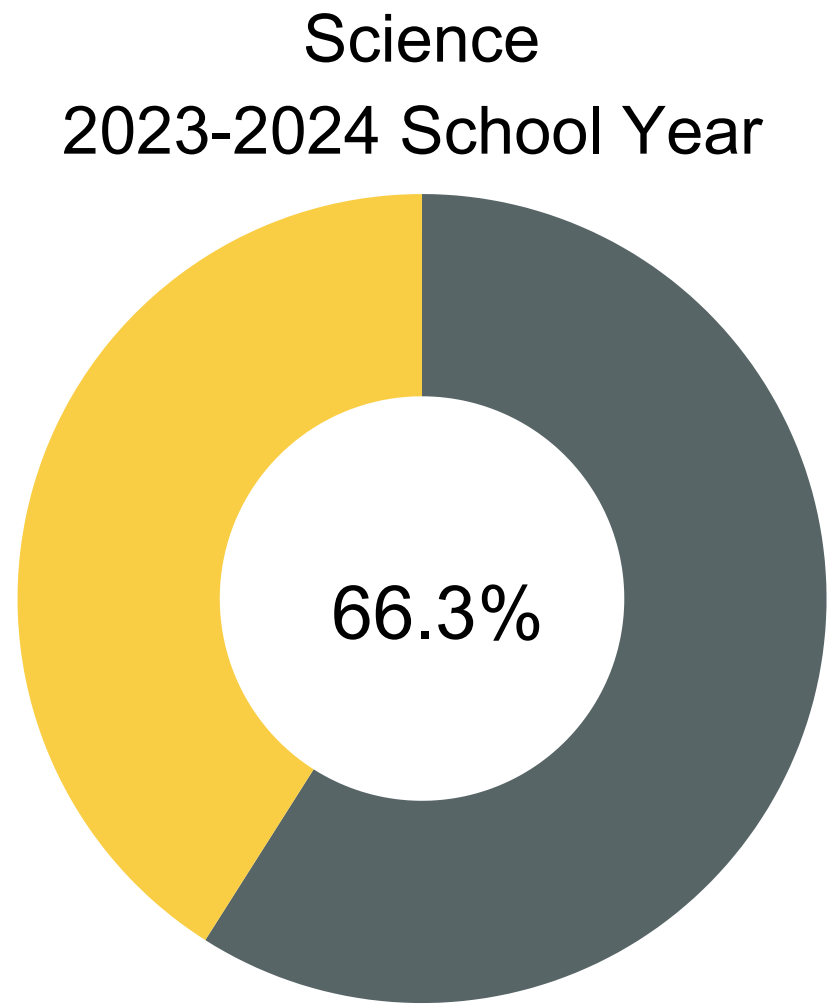
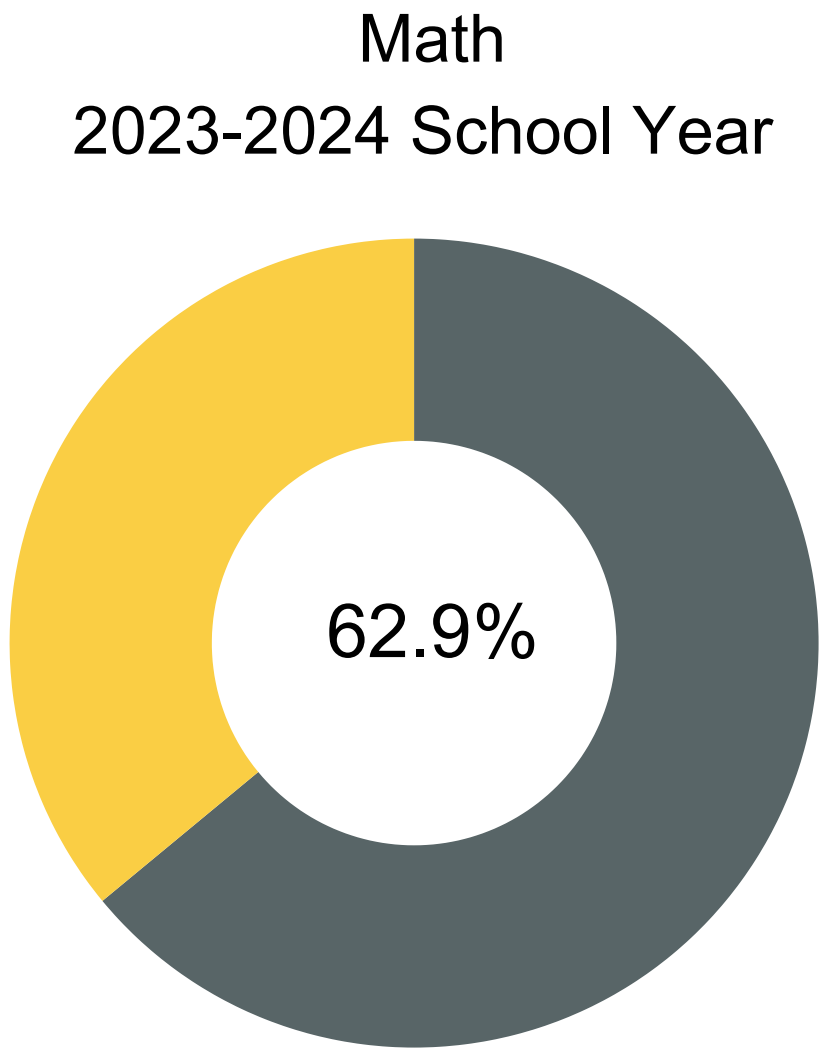
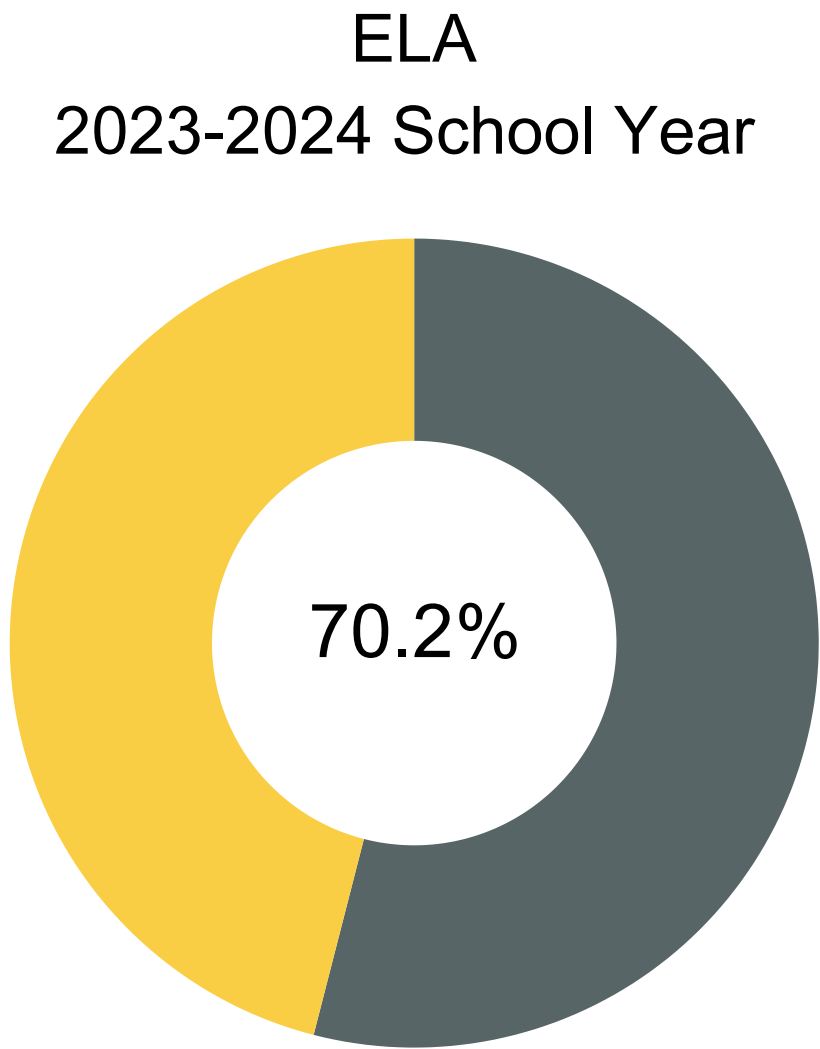


ACHIEVEMENT DATA

Foundational Grade Level Learning



Foundational Grade-level Knowledge (and above)

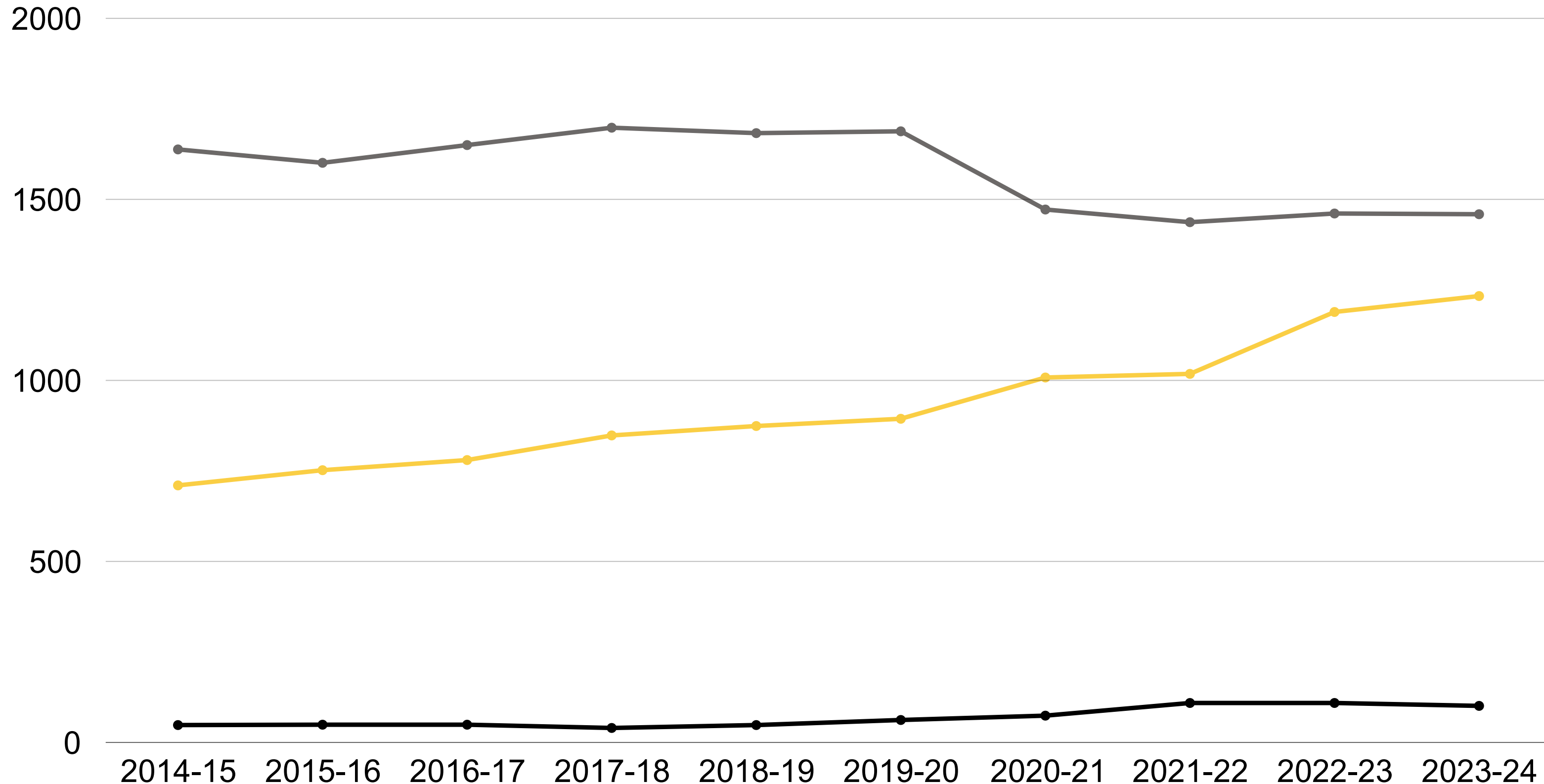


DISTRICT DEMOGRAPHIC DATA



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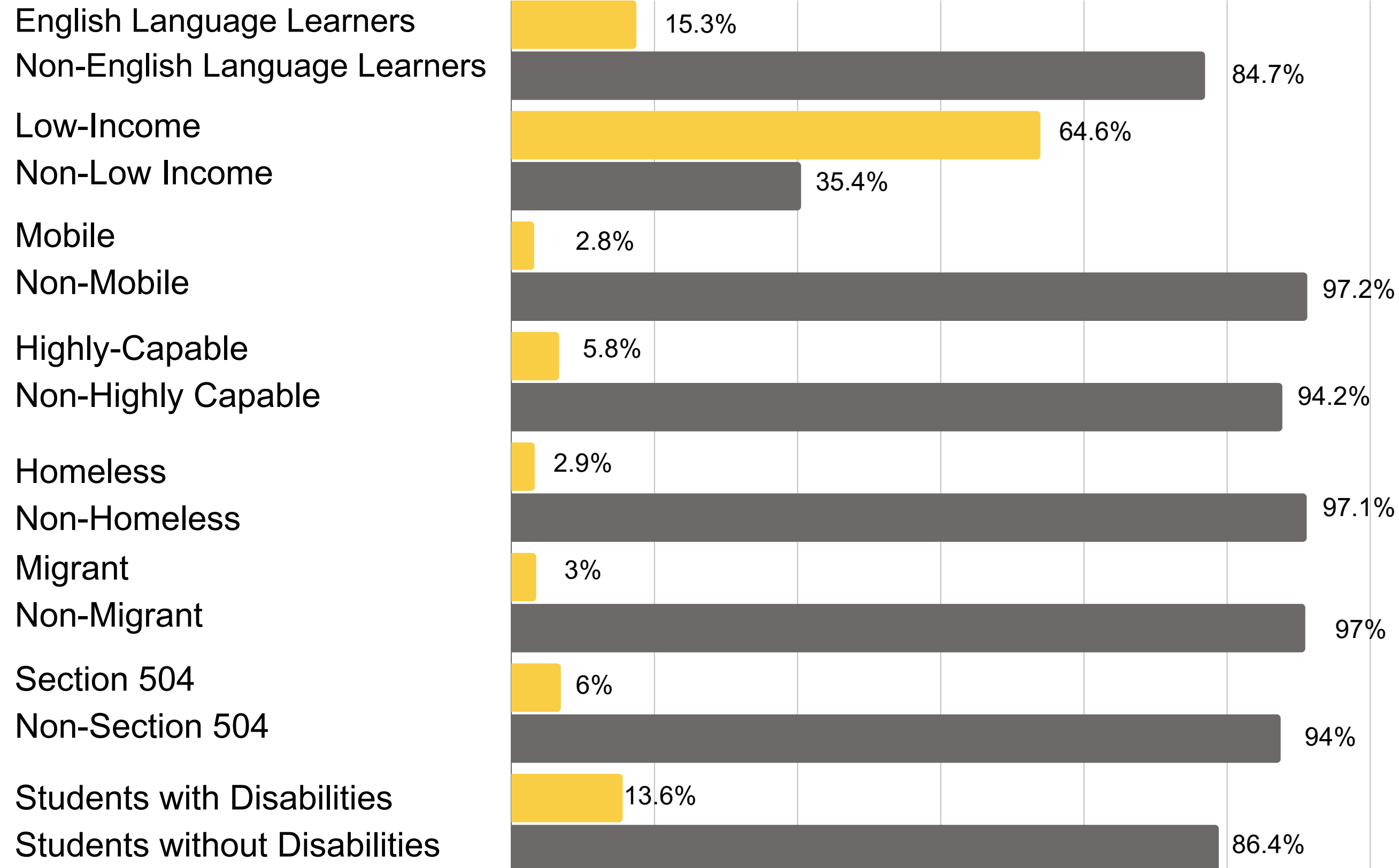
Hispanic/Latino White Two or More Races



DISTRICT PROGRAM DATA



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Questions, Comments, Thoughts?



EPHRATA
SCHOOL DISTRICT

COLUMBIA RIDGE ELEMENTARY

School Improvement Plan

November 25, 2024



COLUMBIA RIDGE REPORT CARD SNAPSHOT

Enrollment

Enrollment
2023-24 School Year

485

Low-Income
2023-24 School Year

67.0%

English Language Learners
2023-24 School Year

22.3%

Finance



Per Pupil Expenditure
2022-23 School Year

\$15,406

Attendance



Students Attending 90% or
More of School Days in the
2022-2023 School Year

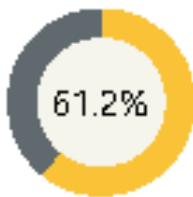
71.9%

Assessment

Foundational Grade-level Knowledge (and above)

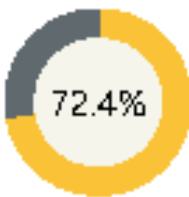
ELA

2023-24 School Year



Math

2023-24 School Year



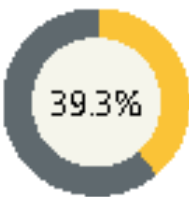
Science

2023-24 School Year

Consistent Grade-level Knowledge (and above)

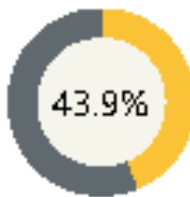
ELA

2023-24 School Year



Math

2023-24 School Year



Science

2023-24 School Year

Educators

Average Class Size
2022-23 School Year



20.6

Teacher Count
2022-23 School Year



31

Percent Teachers with Master's Degree or Higher
2022-23 School Year



74.2%

Teacher Experience
2022-23 School Year



16.7



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NEEDS ASSESSMENT / PROCESS

- STAR Data for Reading & Math at Grades 1-4
- SBA Data at Grades 3 and 4
- SWIS Data for Behavior
- WIDA Data for ELL Students (K-4)
- Monthly Attendance Data
- Building Leadership Approved Plan. Families will see at next Family Engagement Night



SCHOOL IMPROVEMENT GOALS

Goal 1: Increase ELA and Math Scores in STAR / SBA

ACTION STEPS TO ACHIEVE GOAL

- Math and Reading Intervention for All
- Classroom Para Support for Small Group and 1:1 Skill Building for all

DATA MEASURES / PROGRESS MONITORING

- SBA Data for 3rd and 4th Grade
- STAR Data 3 Times-A-Year in Math and ELA for All



SCHOOL IMPROVEMENT GOALS

Goal 2: Increase Use of PBIS Strategies Schoolwide

ACTION STEPS TO ACHIEVE GOAL

- Professional Development for Staff on PBIS from our PBIS Team & ESD
- Track Behaviors through SWIS

DATA MEASURES / PROGRESS MONITORING

- SWIS Data
- Check-in Check-out Data
- Schoolwide Usage of STRIPES for All



SCHOOL IMPROVEMENT GOALS

Goal 3: Increase Academic Performance of Multilanguage Learners

ACTION STEPS TO ACHIEVE GOAL

- ELL Intervention for All
- Provide Spanish and English Support
- Increase Home Communication in Spanish

DATA MEASURES / PROGRESS MONITORING

- WIDA Scores Pre and Post Fall and Spring



SCHOOL IMPROVEMENT GOALS

Goal 4: Increase Overall Attendance Rate Schoolwide

ACTION STEPS TO ACHIEVE GOAL

- Graph Monthly Attendance Rates for All
- Track Overall Attendance Rates Each Month
- Positive Letters Home for High Attendance and Improved Attendance
- Quarterly Attendance Events

DATA MEASURES / PROGRESS MONITORING

- Track Weekly and Monthly Attendance Records
- Attendance Incentives Each Month
- Quarterly Activities for 100% Attendance Students
- Track Students with Low Attendance and Provide an Attendance Incentive

Questions, Comments, Thoughts?



GRANT ELEMENTARY

School Improvement Plan

November 25, 2024



GRANT ELEMENTARY REPORT CARD SNAPSHOT

Enrollment

Enrollment
2023-24 School Year

463

Low-Income
2023-24 School Year

67.6%

English Language Learners
2023-24 School Year

21.2%

Finance



Per Pupil Expenditure
2022-23 School Year

\$15,315

Attendance



Students Attending 90% or
More of School Days in the
2022-2023 School Year

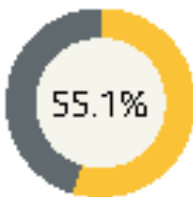
58.8%

Assessment

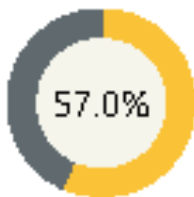
Foundational Grade-level Knowledge (and above)

Consistent Grade-level Knowledge (and above)

ELA
2023-24 School Year

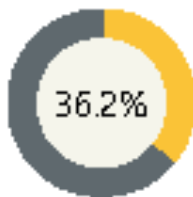


Math
2023-24 School Year

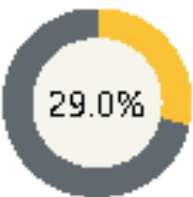


Science
2023-24 School Year

ELA
2023-24 School Year



Math
2023-24 School Year



Science
2023-24 School Year

Educators

Average Class Size
2022-23 School Year



20.7

Teacher Count
2022-23 School Year



32

Percent Teachers with Master's Degree or Higher
2022-23 School Year



71.9%

Teacher Experience
2022-23 School Year



12.8



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NEEDS ASSESSMENT / PROCESS

Identified Four Areas According to OSPI Framework (below the Title I Threshold):

1. English Language Learners
2. Students with Disabilities
3. Hispanic / Latino
4. Low Income

We looked at the systemic causes of our concerns and generalized data in order to establish areas of concern.

Input from Various Stakeholders

-  Spring 2024 - Staff Survey
-  Spring 2024 - Family Survey
-  Aug. 2024 - Staff Data Carousel (Quarterly)
-  Nov. 2024 - Leadership Team with OSPI Representative
-  Dec. 2024 - Same



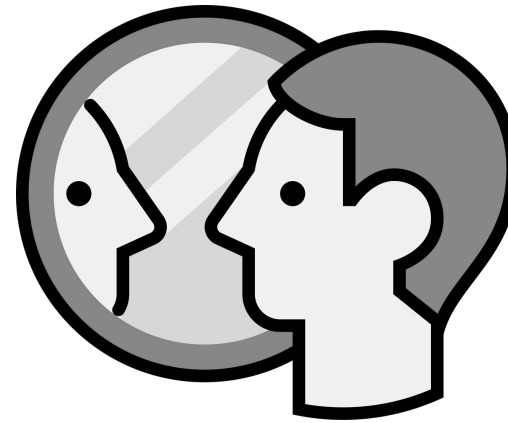
PLANNING PROCESS AT-A-GLANCE



Here's What

Needs Assessment, Part 1

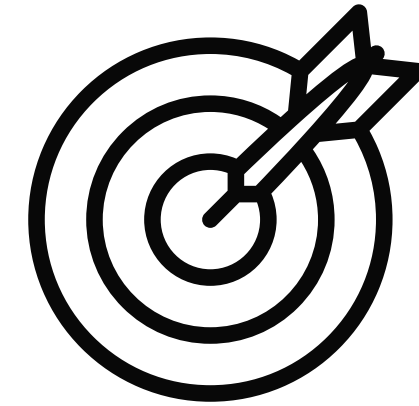
Analyze Comprehensive Data
for Strengths & Areas for
Growth



So What?

Needs Assessment, Part 2

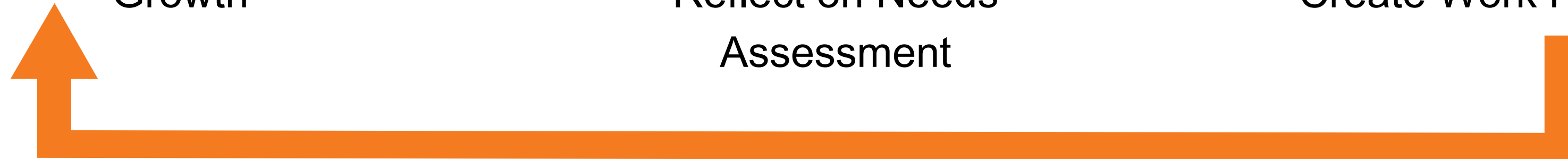
Prioritize Growth Areas
Identify Root Causes
Reflect on Needs
Assessment



Now What?

SMARTIE Goals

Identify SMARTIE Goals
Prioritize Strategies
Create Work Plan



Monitor Progress Throughout the Year



SCHOOL IMPROVEMENT GOALS

This year, Grant Elementary is in Tier 2 of Improvement. We are Focusing Our Efforts on Identifying Systematic Changes That Positively Impact the Areas in Which We are Identified

School-Wide Goals are Centered Around Language Acquisition for All K-4 Scholars. 3 Goals with 2 Evidence-Based Activities for Each Goal:

1. Multilingual Learners

- a. Family Engagement
- b. TBD

2. Special Education

- a. Family Engagement
- b. TBD

3. Attendance

- a. Family Engagement
- b. TBD



ACTION STEPS TO ACHIEVE SCHOOL IMPROVEMENT GOALS

1. TPEP Goals Align with Building and District Goals
2. Continue to Meet with Our OSPI Representative

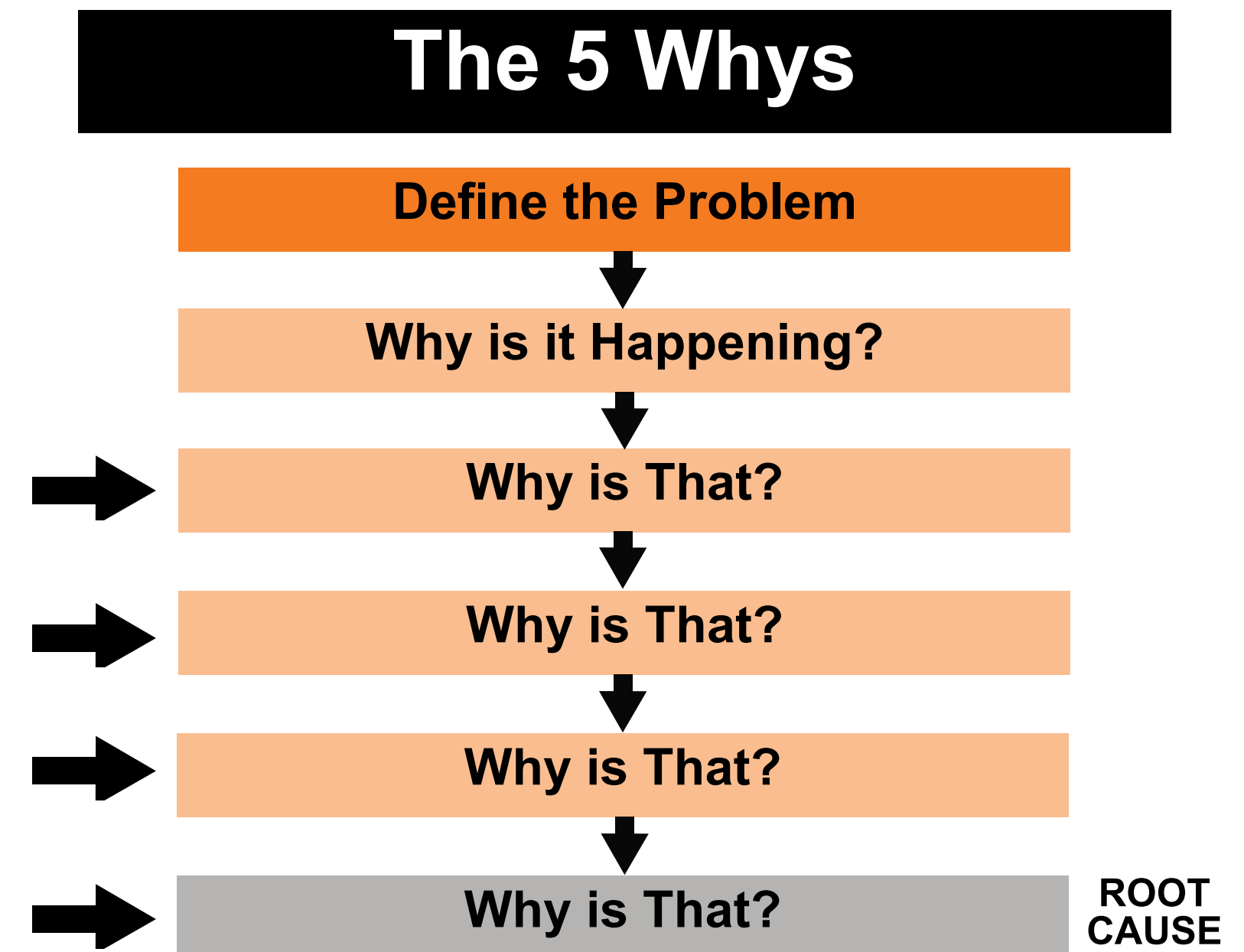


IDENTIFY ROOT CAUSES

To Determine the Root Cause of Concern, Keep Asking Why!

Keep Focused on the **Systemic Causes of Concern**, and Keep asking ***Why Those Systematic Causes Occur***. Look for Reasons That Are:

- Logical
- Clarifying the Problem
- Within Your Control
- Likely to be Solved by Implementing Something New





DATA MEASURES / PROGRESS MONITORING FOR SCHOOL IMPROVEMENT GOALS

- WIDA Growth
- STAR Growth Between Each Testing Period
- Progress Monitoring of Each Goal at our Monthly Grade Level Chair (Leadership Team) Meetings

Questions, Comments, Thoughts?



PARKWAY INTERMEDIATE

School Improvement Plan

November 25, 2024



PARKWAY INTERMEDIATE REPORT CARD SNAPSHOT

Enrollment

Enrollment
2023-24 School Year

385

Low-Income
2023-24 School Year

65.2%

English Language Learners
2023-24 School Year

16.9%

Finance



Per Pupil Expenditure
2022-23 School Year

\$13,308

Attendance



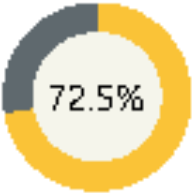
Students Attending 90% or
More of School Days in the
2022-2023 School Year

72.2%

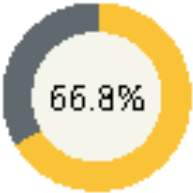
Assessment

Foundational Grade-level Knowledge (and above)

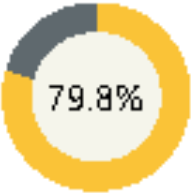
ELA
2023-24 School Year



Math
2023-24 School Year

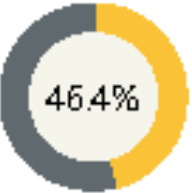


Science
2023-24 School Year

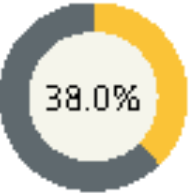


Consistent Grade-level Knowledge (and above)

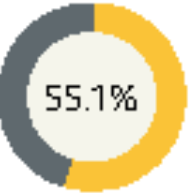
ELA
2023-24 School Year



Math
2023-24 School Year



Science
2023-24 School Year



Educators

Average Class Size
2022-23 School Year



25.1

Teacher Count
2022-23 School Year



23

Percent Teachers with Master's Degree or Higher
2022-23 School Year



69.6%

Teacher Experience
2022-23 School Year



12.2



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NEEDS ASSESSMENT / PROCESS

- Staff Survey
- Data Dive at the Beginning of the Year and at Staff meetings
- Family Survey
- Family Questionnaire Postcard



SCHOOL IMPROVEMENT GOALS

- Improving Instructional Practices
- Re-establishing Evidence-Based Practices and Behavior Support
- Improving Student Attendance
- 1. • Engaging Family and Community
- Refining ELL Supports / Practices



ACTION STEPS TO ACHIEVE SCHOOL IMPROVEMENT GOALS

- Goal Setting by Teachers with Regular Progress Monitoring
- Consistency and Intentionality with Our Meetings (RTI, PBIS, Leadership)
- Build Off of the Success and Growth from 2023/2024
- Provide More Opportunities for Family, Community and School to Connect
- Develop a Process and Support System for our English Learners Through Small Group Support to One-to-One Support



DATA MEASURES / PROGRESS MONITORING FOR SCHOOL IMPROVEMENT GOALS

- Progress Monitoring Throughout the School Year
- Use Staff Meetings to Analyze Data
- Use our PLC to Breakdown Data and Make Adjustments
- Use Data from Multiple Sources to Determine Next Steps

Questions, Comments, Thoughts?



EPHRATA MIDDLE SCHOOL

School Improvement Plan

November 25, 2024



EPHRATA MIDDLE SCHOOL REPORT CARD SNAPSHOT

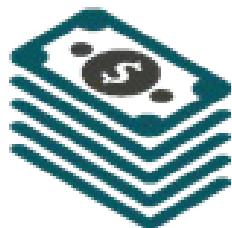
Enrollment

Enrollment
2023-24 School Year
457

Low-Income
2023-24 School Year
61.5%

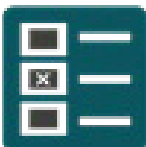
English Language Learners
2023-24 School Year
10.7%

Finance



Per Pupil Expenditure
2022-23 School Year
\$14,970

Attendance



Students Attending 90% or
More of School Days in the
2022-2023 School Year
70.9%

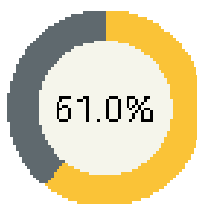
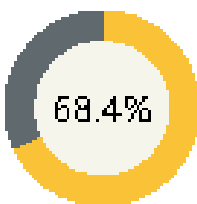
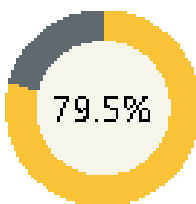
Assessment

Foundational Grade-level Knowledge (and above)

ELA
2023-24 School Year

Math
2023-24 School Year

Science
2023-24 School Year

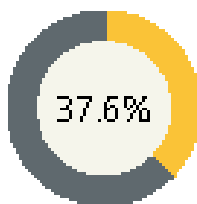
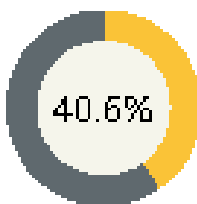
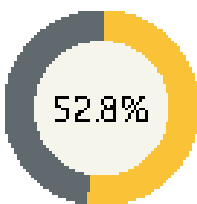


Consistent Grade-level Knowledge (and above)

ELA
2023-24 School Year

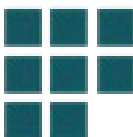
Math
2023-24 School Year

Science
2023-24 School Year



Educators

Average Class Size
2022-23 School Year



20.5

Teacher Count
2022-23 School Year



28

Percent Teachers with Master's Degree or Higher
2022-23 School Year



85.7%

Teacher Experience
2022-23 School Year



16.7





NEEDS ASSESSMENT / PROCESS

The EMS Building Leadership Team Worked August - September to Analyze Data from the Past 5 Years to Determine What Needs Stood Out to the Team. Data Included:

- Staff Surveys
- Family Surveys
- STAR
- SWIS / Referral
- SBA
- Grades
- Attendance
- Climate Survey
- WIDA



SCHOOL IMPROVEMENT GOALS

1. By June 2025, EMS Will Increase Family Participation in School-Sponsored Events to at Least One Event Per Quarter, with a Focus on Engaging Families from Diverse Backgrounds, (particularly non-English speaking) Through Targeted Outreach and Inclusive Event Planning
2. By February 2025: Reduce the Percentage of Students at EMS Failing ANY Subject to Less than 10%, Based on Classroom Assessments.
3. By May 2025: All Students with IEPs will Make a Gain of a Positive .25 of a Level (for example 2.5 to 2.75) Each Assessment Check During the 2024-2025 School Year



EVIDENCE BASED PRACTICES TO ACHIEVE GOALS

- PLCs will focus on the targeted groups of IEP students or MLL students during our “Common Challenge” PLCs
- Many teachers are aligning their Student Growth Goals for MLL or IEP students
- Professional Development in High Leverage practices, Additional STAR Assessment training and WIDA content strategies
- Curriculum updates that include strategies specific for Special Education / Multi-Language Learners
- Targeted assistance in the advisory time period
- Implement a Tiger Tutoring after school program



DISTRICT INITIATIVE: ATTENDANCE

By End of Semester 1: Increase Student Attendance by Implementing School-Wide Strategies and Supports to Motivate Students to Attend Regularly and Improve Overall School Attendance (as measured by OSPI) from 70% to 75%). (Subgoal of 90% for our School Data Solution Attendance)

Achieved by:

- Positive Behavior Intervention Support
- Create a Culture of Excitement
- Pilot Absence Response System



DATA MEASURES / PROGRESS MONITORING FOR SCHOOL IMPROVEMENT GOALS

- STAR Assessments (December, April and Other Dates as Needed)
- Weekly Grade Checks by the RTI Team
- Common Formative Assessments After Units of Study
- WIDA Scores in Spring
- Implement and Monitor AIMS-WEB Goal Growth
- Family Surveys
- Staff Surveys
- SWIS Data

Questions, Comments, Thoughts?



EPHRATA HIGH SCHOOL

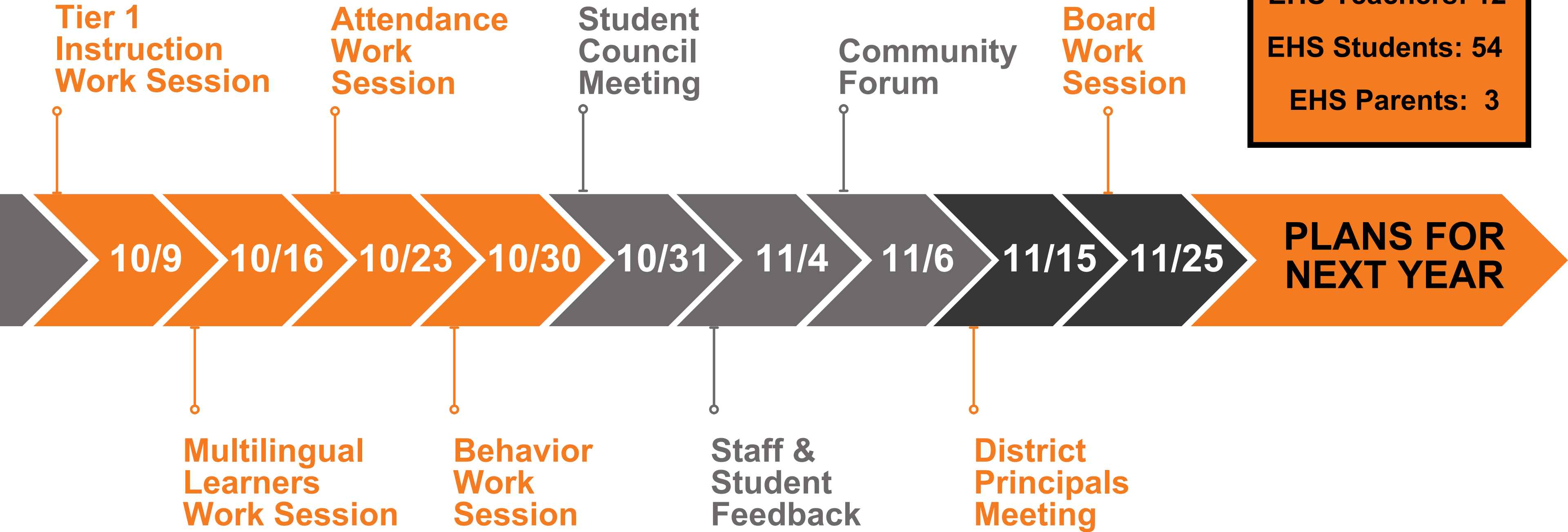
School Improvement Plan

November 25, 2024





PROCESS



SIP TEAM

EHS Teachers: 12

EHS Students: 54

EHS Parents: 3

EPHRATA HIGH SCHOOL REPORT CARD SNAPSHOT

Enrollment

Enrollment
2023-24 School Year
927

Low-Income
2023-24 School Year
59.5%

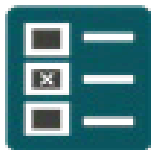
English Language Learners
2023-24 School Year
12.0%

Finance



Per Pupil Expenditure
2022-23 School Year
\$16,569

Attendance



Students Attending 90% or
More of School Days in the
2022-2023 School Year
66.6%

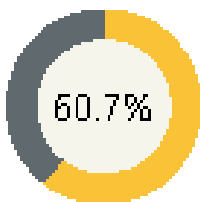
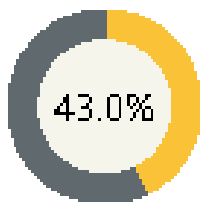
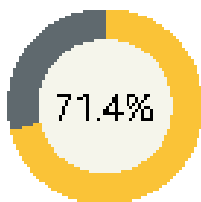
Assessment

Foundational Grade-level Knowledge (and above) | Consistent Grade-level Knowledge (and above)

ELA
2023-24 School Year

Math
2023-24 School Year

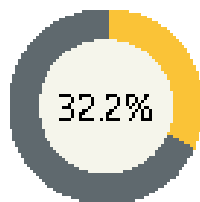
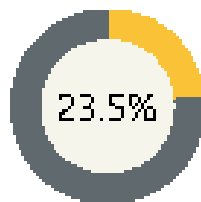
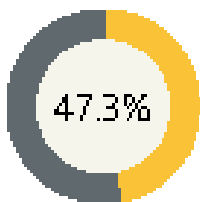
Science
2023-24 School Year



ELA
2023-24 School Year

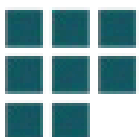
Math
2023-24 School Year

Science
2023-24 School Year



Educators

Average Class Size
2022-23 School Year



15.9

Teacher Count
2022-23 School Year



52

Percent Teachers with Master's Degree or Higher
2022-23 School Year



71.2%

Teacher Experience
2022-23 School Year



15.7



Washington Office of Superintendent of
PUBLIC INSTRUCTION



STATE REPORT CARD

Data Measures	Data Year	State	Ephrata HS	Ephrata MS	Ephrata SD
Graduation Rate:	2022/23	83.6%	94.3%	NA	94.3%
Regular Attendance (students attending >90%):	2022/23	69.7%	66.6%	70.9%	68.1%
9th Grade on Track (passed all 9 th grade classes):	2022/23	70.3%	73.3%	NA	73.3%
Dual Credit (students who completed a course):	2022/23	64.5%	55.4%	NA	55.4%
State Assessment – SBA ELA (Foundational)	Spring 2024	70.8%	71.4%	79.5%	70.2%
State Assessment – SBA Math (Foundational)	Spring 2024	62.7%	43%	68.4%	62.9%
State Assessment – Science (Foundational)	Spring 2024	62%	32.2%	61%	66.3%
State Assessment – SBA ELA (On-Track College)	Spring 2024	50.3%	47.3%	52.8%	45.9%
State Assessment – SBA Math (On-Track College)	Spring 2024	39.7%	23.5%	40.6%	62.9%
State Assessment – Science (On-Track College)	Spring 2024	43.5%	32.2%	37.6%	66.3%
State Assessment – WIDA (Met Standard)	2023/24	8.43%	2.8%	5.9%	6.47%
State Assessment – WIDA (Progressing)	2023/24	37.7%	16.28%	17.1%	33.5%
Discipline Rate for Out-of-School Exclusions:	2022/23	3.5%	3.8%	6.2%	3.2%
Discipline Rate for 10+ Day Exclusions:	2022/23	11.5%	8.3%	13.3%	7.5%



WA SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

EHS WSIF ID: FOUNDATIONAL *(not targeted for improvement)*

- Combines Multiple Indicators to Generate a Score
- Schools with Student Groups in the Lowest 5% of Scores are Targeted for Improvement with Tier 1, 2 or 3 Supports

WSIF Data Measures	Score
Comprehensive (All Student Groups)	6.05
Comprehensive Graduation Rate	7
White	7.62
Low Income	4.65
Hispanic/Latino	4.47
English Learner	3.35
Special Education	2.90
American Indian/Alaska Native	N/A
Asian	N/A
Black/African American	N/A
Hawaiian/Other Pacific Islander	N/A
Two or more races	N/A



GOALS

Increase Systems of Support for:

- 9th Grade English Language Learners in Tier, 1, 2 and 3 Instruction
- 9th Grade Students with Disabilities in Tier 1, 2 and 3 Instruction
- Multilingual Learners
- Promoting Positive and Decrease Negative Student Behaviors
- Promoting Regular Attendance Rates

S: Specific
M: Measurable
A: Attainable
R: Realistic
T: Time-Bound
I: Inclusive
E: Equitable



ACTIVITIES, INTERVENTIONS & STRATEGIES

- Professional Development
- Instructional Leadership
- Multi-Tiered Systems of Support
- Positive Behavioral Interventions & Supports
 - Meaningful Rewards
- Additional Staffing
- English Language Development Systems





CONTINUOUS IMPROVEMENT

PROGRESS MONITORING

THIS YEAR (BY 8/25/25)

- Analyze Current Reality / Baseline Data
- Create Comprehensive Plans
- Build Systems of Support

NEXT YEAR

- Quarterly Analysis of F-Rates, MLL Progress Monitoring, Referral Data and Attendance Data at each Grading Period
- Annual Analysis of State Report Card Data, WIDA & Climate Survey Data

DATA SOURCES

- ★ Skyward Data:
 - F Lists / 9GOT
 - Referrals
 - Attendance
- ★ Climate Survey
- ★ SBA / Meaningful Alternatives
- ★ WIDA / Progress Monitoring

Questions, Comments, Thoughts?

