

## COTTONWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS	
<b>Cottonwood Leadership Team</b> Ninette Rivero, Principal Lisa Knight, Student Support Specialist Risa Ferguson, Reading Intervention Specialist Barbara Rakes, Counselor Brandon DeBritz 4 - 5 Representative Hayley Brown 2 - 3 Representative Cathy Zubrod K - 1 Representative Mary Brennan Special Programs Crystal Ludlow - Paraeducator 2 Representative Jessica Biggs - Paraeducator 1 Representative Kimberly Demming - Office Manager Brian Morris - Head Custodian	Courtney Cotter - Parent Representative Joann Bonn - PTSA President  Jill Carlson - Executive Director of Teaching and Learning

NEEDS ASSESSMENT SUMMARY
<p>Cottonwood Elementary works in partnership with families and volunteers to provide equitable learning opportunities using high expectations, AVID strategies, and inclusionary practices. We are working on learning more about UDL so that we can better support our students with special needs. This year, we changed from LAP services to Title 1 services due to our increase in Free/Reduced lunch students. Our percentage of FRL is near 40%. Cottonwood also houses three district-level programs and two venture classrooms. Our team will focus on these areas:</p> <p>ELA - Continue the work Tina Pelletier started with our school. Our reading scores improved significantly last year based on the feedback and recommendations we received from Tina Pelletier. We will train all new staff on Tina P., Heggerty, and SIPPS to support all 3 tiers for ELA interventions. In addition, ensure that all Tier 2 and 3 interventionists understand and know how to progress monitor students using Acadience.</p> <p>Special Groups - Reestablish and revamp our Resource Room program. We went from a caseload of 32 students to 47 students over the summer. We have a beginning teacher and three paraeducators new to the Resource Room program. Special Education is a focus group in need of the correct support. We will be addressing the Resource Room program, as well as working with our District Level Programs to support inclusion by learning more about UDL and implementing UDL practices</p> <p>Math - Continue our focus on teaching grade-level standards in Math and differentiating with small group instruction to target all levels of learning.</p>

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Social, Emotional, Physical and Intellectual Safety - At each grade level continue our SEL work to provide students the tools they need to be successful students. Students that feel grounded and safe are more able to learn. In addition, build our counseling program to include Tier 2 interventions (CICO & small groups)

### DATES REVIEWED & REVISED PLAN

September 28, 2022 (Leadership), September 29, 2022 (All Staff), October 13, 2022 (All Staff)

# COTTONWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## Demographics

<b>Ethnicity</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>All Students</b>	374	312	368
<b>American Indian/Alaskan Native</b>	2%	2%	2%
<b>Asian</b>	3%	3%	3%
<b>Black/ African American</b>	2%	2%	3%
<b>Hispanic/ Latino of any race(s)</b>	18%	18%	17%
<b>Native Hawaiian/ Other Pacific Islander</b>	1%	2%	2%
<b>Two or More Races</b>	19%	19%	15%
<b>White</b>	56%	55%	59%

<b>Student Group</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>All Students</b>	374	312	368
<b>English Language Learners</b>	3%	4%	4%
<b>Highly Capable</b>	19%	17%	14%
<b>Low-Income</b>	12%	34%	39%
<b>Military Parent</b>	21%	17%	18%
<b>Mobile</b>	2%	7%	3%
<b>Section 504</b>	1%	1%	*
<b>Students with Disabilities</b>	16%	23%	25%

\*Suppressed or Not Available

## COTTONWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

### Student Performance (Met Standard on SBA)

	English Language Arts			Math			Science		
<b>Ethnicity</b>	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>
<b>WA State</b>	59%	60%	51%	50%	49%	38%	*	*	43%
<b>All Students</b>	67%	72%	58%	52%	57%	54%	*	*	66%
<b>American Indian/Alaskan Native</b>	*	*	*	*	*	*	*	*	*
<b>Asian</b>	*	*	*	*	*	*	*	*	*
<b>Black/ African American</b>	*	*	*	*	*	*	*	*	*
<b>Hispanic/ Latino of any race(s)</b>	48%	70%	52%	38%	48%	46%	*	*	*
<b>Native Hawaiian/ Other Pacific Islander</b>	*	*	*	*	*	*	*	*	*
<b>Two or More Races</b>	82%	82%	54%	62%	65%	54%	*	*	*
<b>White</b>	66%	67%	65%	52%	56%	62%	*	*	85%

\*Suppressed or Not Available

## COTTONWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

	English Language Arts			Math			Science		
Student Group	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
WA State	59%	60%	51%	50%	49%	38%	*	*	43%
All Students	67%	72%	58%	52%	57%	54%	*	*	66%
Female	73%	78%	70%	48%	59%	54%	*	*	61%
Male	63%	68%	47%	54%	55%	54%	*	*	71%
English Language Learners	*	*	*	*	*	*	*	*	*
Section 504	*	82%	58%	*	55%	54%	*	*	66%
Low-Income	60%	71%	48%	43%	47%	39%	*	*	67%
Military Parent	81%	>90%	53%	69%	71%	50%	*	*	64%
Students with Disabilities	21%	43%	26%	29%	31%	31%	*	*	*

\*Suppressed or Not Available

\*\*Source: WA State Report Card

## COTTONWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

### Central Kitsap District Communication Plan for the Importance of State Assessments 2022-2023

Timeline	Description
September – October	<ul style="list-style-type: none"> <li>• Board study session on sub group participation rate in state assessments.</li> <li>• Assessment calendar posted on the district website.</li> <li>• District notifies that score reports are in PowerSchool. Cover letters are in students’ home language.</li> <li>• Provide teacher talking points for conferences.</li> <li>• Provide Parent/ Family guides in multiple languages available for conferences.</li> </ul>
November – January	<ul style="list-style-type: none"> <li>• Board Study Session on Fall SBA results.</li> <li>• Send to each building for their school e-news an article on the importance of state assessments and participation.</li> <li>• Provide a nudge letter for families who didn’t participate the previous year.</li> <li>• Provide a powerpoint for best practices for state testing for building staff meetings.</li> </ul>
February – March	<ul style="list-style-type: none"> <li>• Provide an article on best test taking strategies for preparing for state assessments.</li> <li>• Spring conference reminders about the importance of the upcoming state assessments.</li> <li>• Publish and advertise the schools, grade bands and dates of student state assessments.</li> </ul>
April – May	<ul style="list-style-type: none"> <li>• Provide onsite building support for an inclusive testing environment (pencils, space, familiar staff, snacks, space for accommodations and extended time)</li> <li>• Communicate to families and provide ample make up windows for students.</li> </ul>

# COTTONWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: ELA

**GOAL 1 (All Students):** GOAL 1a (All Students): 85% of our 4th and 5th grade students will increase their Lexile level as measured on STAR Reading by 100 Lexile points. 61% of kindergarten students are at level 3 or 4 on their Acadience Composite score. That will increase to 80% by May of 2023. 59% of first grade students are at level 3 or 4 on their Acadience Composite score. That will increase to 80% by May of 2023. 77% of second grade students are at a level 3 or 4 on the oral reading fluency measure for Acadience. That will increase to 82% by May of 2023. 60% of third grade students are at a level 3 or 4 on the oral reading fluency measure for Acadience. That will increase to 80% by May of 2023.

**GOAL 2 (Reducing specific, identified gaps):** Our identified groups of students are 3rd grade and 4th grade. 59% of third grade students are meeting accuracy goals on Acadience at a level 3 or 4. By May of 2023 this will increase to 70%. 57% of fourth grade students are meeting oral reading fluency goals on Acadience at a level 3 or 4. By May of 2023 this will increase to 70%. (Both grade levels will set goals for their special education students as a way to address gaps)

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
Further define our PLC work by having grade levels identify essential standards and use the data to make instructional decisions for their teams	October - June	PLC teams Principal	Professional Development (support from PLC District team) Determine norms and operations for teams	Acadience STAR Formative Assessments SBA
AVID WICOR strategies aligned K - 5 to support closing achievement gap	October - June	Teachers Principal	Professional Development Staff trainings during ERT	Observation notes and implementation plan for AVID
Small group instruction in class and in Title 1 groups	Daily	Teachers, Paraeducators	Tina Pelletier book & Journeys	ESGI, Acadience, DAZE, Journeys, STAR

### COTTONWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

Heggerty (K - 1)	Daily	Teacher	Phonemic Awareness Book & Heggerty Videos	Acadience, ESGI
PDSAs	10 day cycle	Teacher/Paraeducators	Tina Pelletier book, Risa Ferguson and Ninette Rivero	ESGI, Acadience, DAZE, Journeys, STAR
Journeys Curriculum (A, B, C, D Students)	Daily	Teacher	Reading Specialist, District ELA Support (Lisa Bloomer)	Journeys Assessments including comprehension and vocabulary
SIPPS for 3rd and 4th Grade	Daily	Teacher	Reading Intervention Teacher training for teachers	SIPPS assessments



# COTTONWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: MATH

**GOAL 1 (All Students):** All Students will grow academically by one grade level (GE & Scaled Score) on STAR which means nine months or better. Each grade level will use STAR math data to monitor students at the mid-year and end of year points by May of 2023.

**GOAL 2 (Reducing specific, identified gaps):** Our identified groups of students are in 2nd grade (36% at benchmark on STAR), 4th grade (35% at benchmark on STAR), and 5th grade (29% at benchmark on STAR). By May of 2023, 70% of 2nd, 4th and 5th grade students will meet the math benchmark using the STAR assessment.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
Further define our PLC work by having grade levels identify essential standards and use the data to make instructional decisions for their teams	October - June	PLC teams Principal	Professional Development (support from PLC District team) Determine norms and operations for teams	Formative Assessments STAR
AVID WICOR strategies aligned K - 5 to support closing achievement gap	October - June	Teachers Principal	Professional Development Staff trainings during ERT	Observation notes and implementation plan for AVID
Continue to use District Math supports to improve Tier 1 instruction	Various times during Principal directed time to solely focus on math (3 - 4 scheduled on ERT calendar)	Classroom Teacher Principal	<a href="#">Math: Evidence Based Targeted Tier I Supports</a>	Observational data STAR
Small group leveled instruction. Other students practice skills using engaging strategies, including fundamental games	Ongoing	Classroom Teacher	<a href="https://drive.google.com/drive/folders/18OXEfOV-mfgUspVotrGtfZCQW7XhU9ey">Fundamental Games https://drive.google.com/drive/folders/18OXEfOV-mfgUspVotrGtfZCQW7XhU9ey</a>	Observational data STAR

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Math talks	Ongoing	Classroom Teacher	<a href="#">Number Talks and Math Talks Resources</a>	Observational data STAR
Red Bird IXL	Daily (15 minutes) As needed	Classroom Teacher	Access to Redbird Access to IXL	Summative evidence from Redbird on individual student growth.

# COTTONWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: SCIENCE

**Goal 1 (all kids):** All students will be able to clearly write a claim, cite their evidence and support their claim with valid reasoning by the end of April 2023.

**Goal 2 (Reducing specific, identified gaps):** All 5th grade special education students will be able to clearly write a claim, cite their evidence and support their claim with valid reasoning by the end of April 2023.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
AVID WICOR strategies aligned K - 5 to support closing achievement gap	October - June	Teachers Principal	Professional Development Staff trainings during ERT	Observation notes and implementation plan for AVID
Maker Space (STEM) in the library	October - June 2022	Librarian	Librarian/Jeff Friers	5th Grade Science Assessment
K - 5 Science Kits	November - June 2022	Classroom Teachers	Jeff Friers	5th Grade Science Assessment
Science A - Z	November - June 2022	Classroom Teachers	Jeff Friers Science A - Z PD	5th Grade Science Assessment
RACE strategy to talk about science	October - June	Classroom Teachers	Early Release Dedicated to Science calibration	

# COTTONWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: ATTENDANCE

**GOAL 1 (All Students):** We will continue to encourage and provide support for high levels of student attendance. We will strive for less than 5% absenteeism rates (which is a student missing less than 5% of the school year).

**GOAL 2 (Reducing specific, identified gaps):** We will increase family outreach and family supports to ensure high levels of attendance in Kindergarten to establish successful student behaviors and maximize learning. Our goal is for 95% of kindergarten students to attend at least 95% of school days.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	<ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	<ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	<ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	<ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
<p>We will make regular attendance calls to families to engage with families who struggle with absenteeism.</p> <p>We will use the counselors to reach out to families to offer supports and remove barriers for attendance.</p> <p>Increasing use of Language Link to make more meaningful connections to EL families.</p>	<p>September to June</p> <p>Teachers will address concerns at conferences as needed.</p> <p>At the trimester the Truancy Team and MTSS Tier 2 - 3 team will review students who are “at risk” related to attendance</p>	<p>Classroom teachers will communicate concerns to families as needed</p> <p>MTSS Tier 2 team will monitor this data</p> <p>Building Truancy Lead will work directly with “at risk” families</p>	<p>Yearly truancy training (Support Secretary)</p> <p>Powerschool Reports</p>	<p>MTSS team will use Panorama to monitor students who are “at risk” due to absenteeism</p>

# COTTONWOOD ELEMENTARY SCHOOL IMPROVEMENT PLAN 2022-23

## IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

**GOAL 1 (All Students):** GOAL 1 (All Students): Students will build stronger relationships with one another through the practice of Morning Meetings/Classroom Meetings and Second Step. We will measure this goal by looking at SWIS by grade level (end of October) and set a realistic goal to reduce the number of office referrals by 10% per trimester.

**GOAL 2 (Reducing specific, identified gaps)::** Cottonwood will set up Tier 2 check -in/check-out intervention for 21 students first trimester. These students will be offered an adult mentor to connect with at the beginning and end of day to support classroom behavioral goals. The goal is to “graduate” students and add more students in need of this support as needed.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> <li>What strategies are you using to achieve the goal</li> <li><a href="#">Include family engagement strategies</a></li> </ul>	TIMELINE <ul style="list-style-type: none"> <li>When will this activity begin and end</li> </ul>	WHO IS RESPONSIBLE <ul style="list-style-type: none"> <li>Who will provide the leadership for this activity</li> </ul>	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> <li>What are the resources that will be used to accomplish this activity</li> <li>How will staff acquire the necessary skills and attitudes to implement this activity</li> </ul>	MONITORING PROGRESS <ul style="list-style-type: none"> <li>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</li> </ul>
<p>Morning and Classroom Meetings for the purpose of building community, and problem solving skills. In addition, students will engage more and feel connected as well as have an opportunity at school to increase student voice.</p> <p>Second Step - A tool to use in Morning/Class Meetings</p> <p>We will use the SEL screener data to help identify students of need and provide them targeted interventions.</p>	<p>4 to 5 days per week</p> <p>Trimester 1 we will focus on relationship building</p>	<p>Teachers</p> <p>Counselor</p> <p>Principal</p>	<p>All teachers retrained on the practice of class and morning meetings in August 2022</p> <p>Support for teachers - Additional trainings:</p> <p>Amy White</p> <p>Martha Little</p> <p>Mallory Wilhelm</p>	<p>Ongoing (October - June)</p> <p>SWIS</p> <p>Panorama</p>