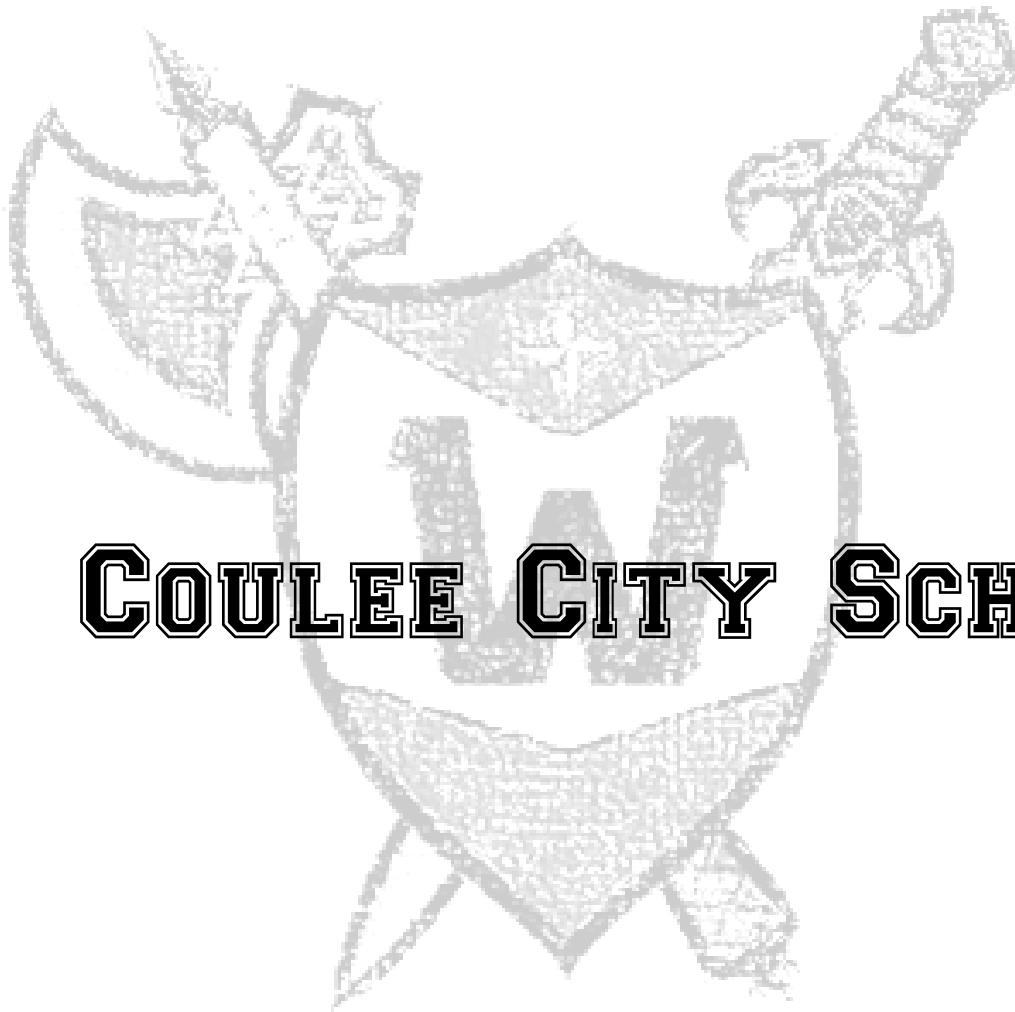


COULEE-HARTLINE SCHOOL DISTRICT



COULEE CITY SCHOOL

SCHOOL IMPROVEMENT PLAN

School Improvement Overview

The continual improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in improving schools. Prudent decisions are based on systematic analysis of data.

The improvement process assesses the school's strengths and weaknesses, implements strategies and activities to address the school's needs, and continually evaluates the school's progress toward achieving its objectives and meeting its goals.

This report emphasizes continuous growth and allows educators an opportunity to address immediate instructional and management issues by helping define and manage the variety of connections among people, resources, information and data. This will also empower educators to establish and examine many more sophisticated instructional links and relationships.

At Coulee City School, it is expected that each student will:

- Respect Themselves
- Respect Others
- Respect the School Environment

This is...



Mission Statement for Coulee City Elementary:

PREPARING STUDENTS FOR SUCCESS IN A CHANGING WORLD

By:

- * Fostering a secure and caring environment
 - * Advocating life-long learning
- * Challenging students to maximize their potential
 - * Promoting responsibility
 - * Building positive relationships
 - * Valuing individual differences



Washington State Summary Coulee City Elementary

410 W LOCUST
COULEE CITY, WA 99115-0000

509.632.5231

Enrollment

(2019-20 School Year)

90



0%

English Learners

48%

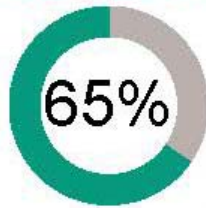
Low Income

Student Performance

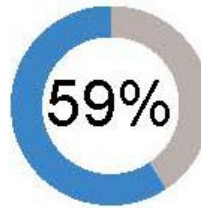
How are we doing getting students to their learning goals?



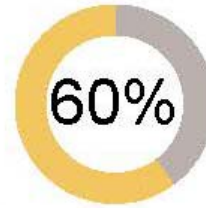
English Language Arts



Math



Science



Met grade level standards on state administered tests

How engaged are our students?

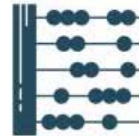


Have Regular Attendance



55%

Have High English Language Arts Growth



64%

Have High Math Growth

About Our Teachers and Classrooms



10

Number of Teachers

60.0%

Have Master's Degree or Higher

13.5

Average Years Experience



8.6

Number of Students per Teacher

Finances

How much money do we spend on each student?

\$11,767

Staff Salary & Benefits



\$3,391

Non-Personnel Costs



Washington State Summary State Total



Old Capitol Building 600 Washington St. S.E.
Olympia, WA 98504-7200



360.725.6115

Enrollment

(2019-20 School Year)

1,147,573



12%

English Learners

45%

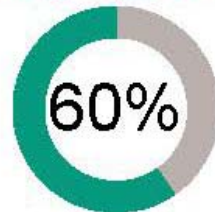
Low Income

Student Performance

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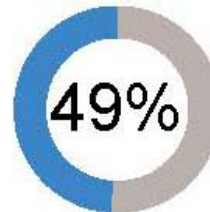


English Language Arts



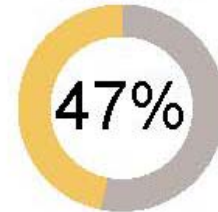
60%

Math



49%

Science



47%

Met grade level standards on state administered tests

How engaged are our students?



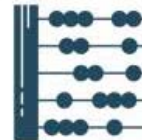
73%

9th Graders on Track to Graduate



34%

Have High English Language Arts Growth



34%

Have High Math Growth

About Our Teachers and Classrooms



67,362

Number of Teachers

60.6%

Have Master's Degree or Higher

12.8

Average Years Experience



16.7

Number of Students per Teacher

Finances

How much money do we spend on each student?

\$11,867

Staff Salary & Benefits



\$2,345

Non-Personnel Costs

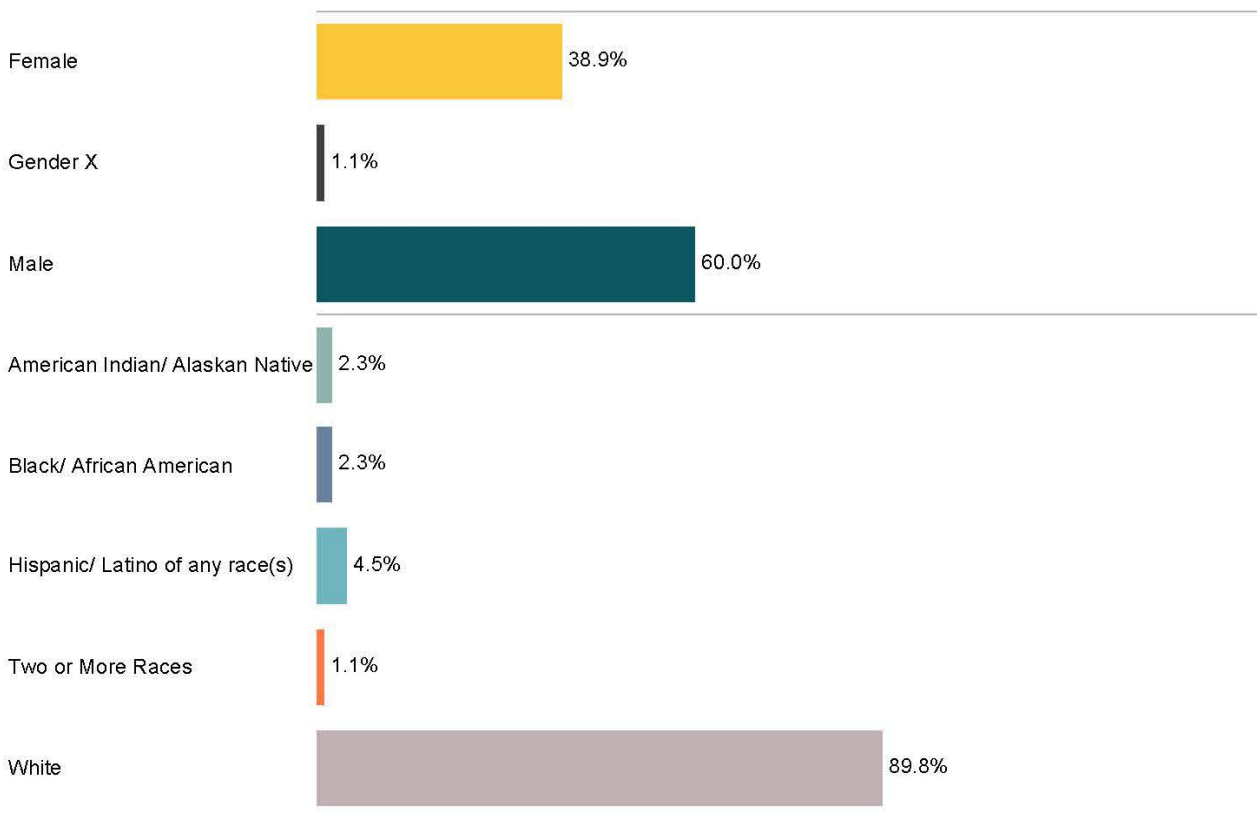


Section 1: Collecting and Analyzing Data

Collecting and analyzing pertinent information is critical in determining the effectiveness of the existing programs and services in the school. This provides a baseline in which the school can measure improvement. The right data defines areas of strength as well as defines potential growth areas for schools.

Coulee City Elementary School District Student Demographics

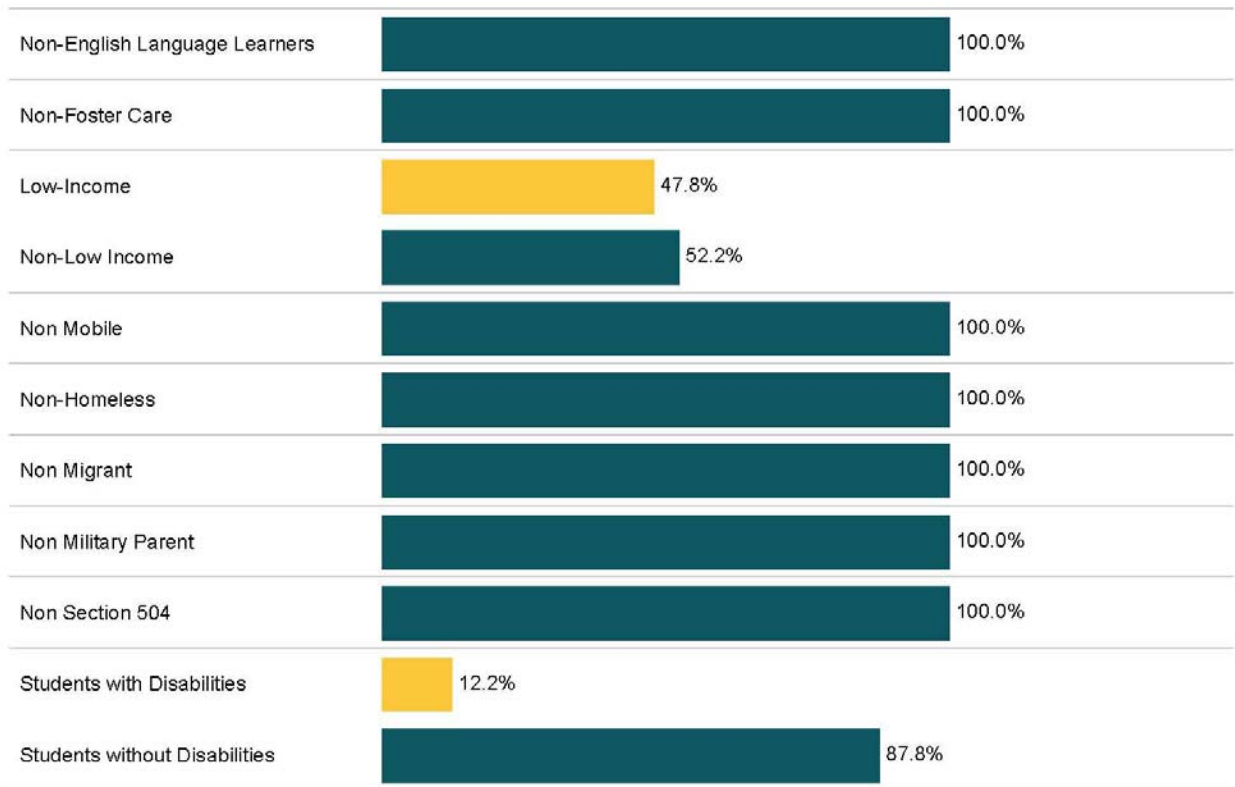
Coulee City Elementary 2019-20





Coulee City Elementary School District Student Demographics Continued..

Coulee City Elementary 2019-20



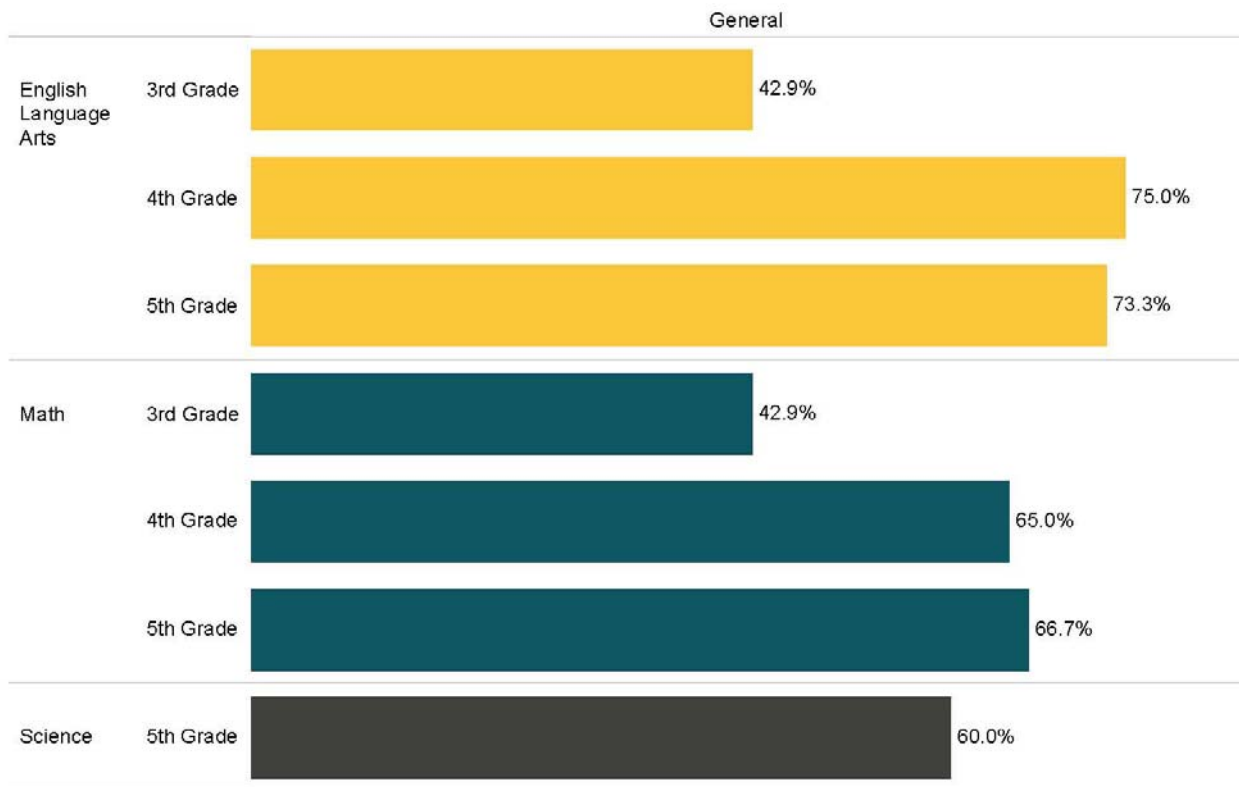


Assessment Information:

Each year the staff at Coulee City School analyze the results of the latest state assessment scores along with other assessments. Weaknesses are identified for individual students and teachers use the results from the state assessment to guide changes and improvements to instruction. Because of the small size of our classes in Coulee City, it is difficult to make meaningful comparisons of results from year to year. However, upon closer analysis teachers and staff are able to ferret out areas that need improvement and to also discover areas of success.

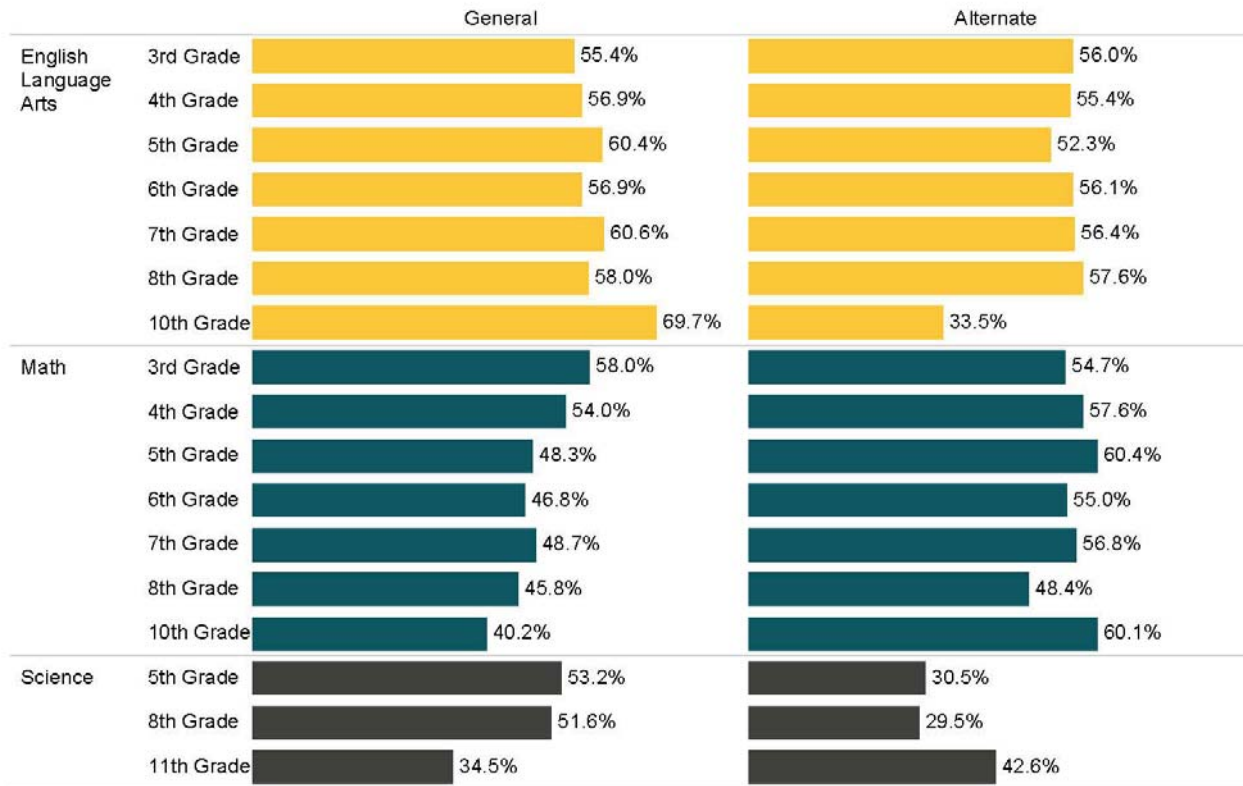
Most Current State Assessment Data - Students who Met Standard:

Coulee City Elementary 2018-19





Washington State 2018-19



*Every spring students in specific grades are assessed in Math, English Language Arts and Science. Student performance in each subject is scored as a level one, two, three or four. Level 3 or 4 scores mean that students demonstrate the skills expected for that grade. Level 3 or 4 scores are counted as meeting standard in that subject area. Level 1 and 2 scores are counted as not meeting standard in that subject area. Some students are assessed using the Washington Access to Instruction and Measurement (WA-AIM) which is an Alternate Assessment.



Most Current State Assessment Data Continued – Proficiency levels...

**Coulee City Elementary
2018-19**

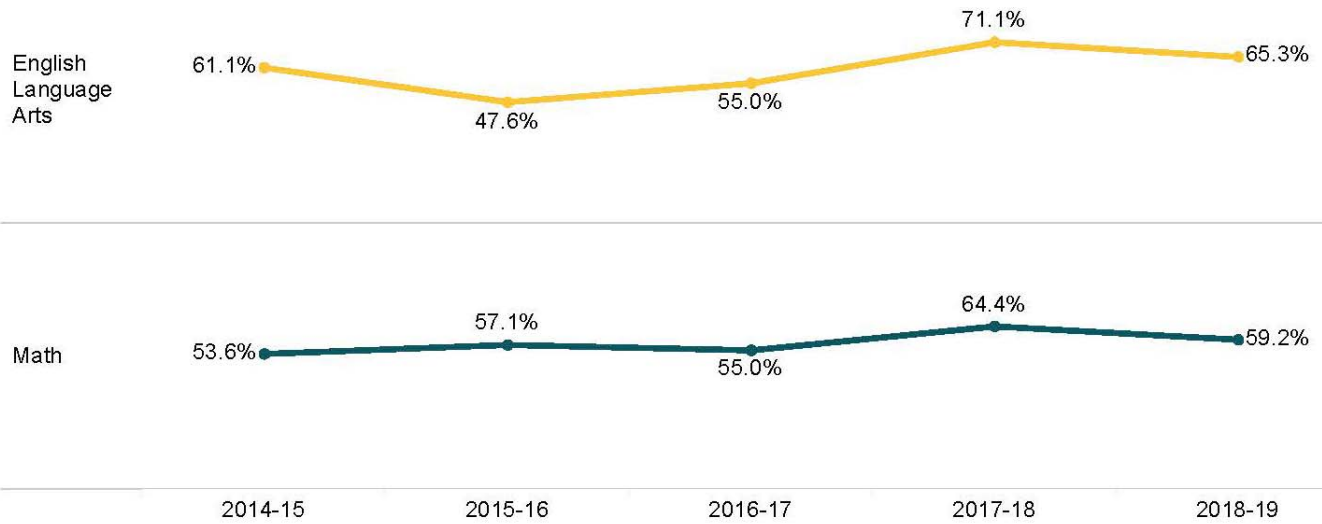
	English Language Arts	General Math	Science
Percent Level 1	18.4%	10.2%	13.3%
Percent Level 2	16.3%	30.6%	26.7%
Percent Level 3	24.5%	34.7%	26.7%
Percent Level 4	40.8%	24.5%	33.3%
Percent No Score	0.0%	0.0%	0.0%
Percent Met Standard	65.3%	59.2%	60.0%
Percent Met Tested Only	65.3%	59.2%	60.0%
Percent Taking WaAIM	0.00%	0.00%	0.00%



Most Current State Assessment Data Continued – Trends of students meeting standard...

Coulee City Elementary

General





Narratives

The Learning Improvement Team reviewed the data and wrote narratives from the data. Narratives that represent challenges have been identified.

Narratives	Strength	Challenge
------------	----------	-----------

Achievement

My District - Trend - What Percent of Students Meet Standards?

<ul style="list-style-type: none"> CCE Student scores in 4th and 5th grade were above the state average in Math 	✓	
<ul style="list-style-type: none"> CCE Student scores in 3rd grade were below the state average in Math 		✓
<ul style="list-style-type: none"> CCE Student scores in 4th and 5th grade were above the state average in ELA 	✓	
<ul style="list-style-type: none"> CCE Student scores in 3rd grade were below the state average in ELA 		✓
<ul style="list-style-type: none"> CCE 5th grade science scores were above the state average 	✓	

Demographics

Demographic - My District - Trend - What is the Demographic Make Up of My District?

<ul style="list-style-type: none"> Enrollment in each class varies from 10 to 20 students per grade level <p><i>*Challenge for using assessment data to compare years progress, strength in small class size.</i></p>	✓	✓
<ul style="list-style-type: none"> 48% percent of students K-5 are low income which is higher than the state average 		✓

Goal Setting

Creating a successful continuous school learning improvement plan is not a matter of luck, but an outcome of careful planning while selecting improvement goals. After developing a portfolio of the school from selected data, the learning improvement team must make decisions about what areas to focus on to achieve a desired and preferred future. In this step, the team will look for patterns in data, develop themes by grouping data and set achievement goals for the school.

Goal Criteria

- Goals are Clearly Stated
- Goals are Focused
- Goals are Measurable
- Goals are Realistic
- Goals are Developed from Data and Research
- Goals are Written to Specifically Improve Student Achievement and Performance
- Goals Encourage Participation From all Stakeholders

Goal Setting Process

The goal setting process involves a step-by-step approach focused on several activities that include:

- Identifying school strengths
- Identifying school weaknesses or areas in need of improvement
- Prioritizing the improvement areas to select school goals
- Formulating a goal statement
- Gathering and organizing relevant information about where the school is presently in terms of the goal (establishing baseline from data)
- Determining the preferred future for the school in terms of the goal (How will we know when we have accomplished this goal?)



Coulee City School Goals

Priority: 1

Goal: Students at Coulee City School will continue to improve their performance on all State Assessments.

OBJECTIVE: All students in grades 3, 4, and 5 will meet the minimum state assessment standards in **math, reading, writing, and science** as appropriate to their grade level.

Characteristics:

- | | |
|---|--|
| Clear and shared focus. | High standards and expectations. |
| Effective leadership. | High levels of teamwork/collaboration. |
| Aligned curriculum/instruction. | Monitored teaching/learning. |
| Emphasis on focused professional development. | Learning environment. |
| Parent/Community involvement. | |

Priority: 1

Goal: at Coulee City School will continue to improve their performance on Social Studies CBA's

OBJECTIVE: Students in grades Third through Five will use 1 Classroom Based Assessment per year.

Characteristics:

- | | |
|---|--|
| Clear and shared focus. | High standards and expectations. |
| Effective leadership. | High levels of teamwork/collaboration. |
| Aligned curriculum/instruction. | Monitored teaching/learning. |
| Emphasis on focused professional development. | Learning environment. |
| Parent/Community involvement. | |

Priority: 2

Goal: Professional development and district staff collaboration time will be 3 half days for in-service.

Characteristics:

- | | |
|---|--|
| Clear and shared focus. | High standards and expectations. |
| Effective leadership. | High levels of teamwork/collaboration. |
| Aligned curriculum/instruction. | Monitored teaching/learning. |
| Emphasis on focused professional development. | |



SCHOOL IMPROVEMENT PROCESS

WASHINGTON STATE

Priority: 2 **Goal:** Teachers will meet at the beginning of each school year to discuss curriculum areas and/or concerns and meet once a quarter for follow-up as needed.

Characteristics:

Clear and shared focus.	High standards and expectations.
Effective leadership.	High levels of teamwork/collaboration.
Aligned curriculum/instruction.	Monitored teaching/learning.
Emphasis on focused professional development.	

Priority: 2 **Goal:** At the beginning of each year, teachers will explain the grade level expectations to parents and continue to communicate student progress at least 4 times through the school year.

Characteristics:

Clear and shared focus.	High standards and expectations.
Effective leadership.	High levels of teamwork/collaboration.
Aligned curriculum/instruction.	Monitored teaching/learning.
Emphasis on focused professional development.	Learning environment.
Parent/Community involvement.	

Priority: 2 **Goal:** Coulee City schools will provide a time at the beginning of each school year for parents to communicate suggestions or concerns for the coming year.

Characteristics:

Clear and shared focus.	High standards and expectations.
Effective leadership.	High levels of teamwork/collaboration.
Aligned curriculum/instruction.	Monitored teaching/learning.
Emphasis on focused professional development.	Learning environment.
Parent/Community involvement.	

Action Plan

Developing an action plan is one of the most critical aspects of an effective school learning improvement process. An action plan should consist of several components including:

- Expected Outcomes
- Progress and Monitoring Benchmarks (How do we know we are accomplishing the goals?)
- Research-based Strategies and Practices
- Baseline Data and Current Status
- Realistic Timelines
- Budget Considerations
- Realistic Support to Teachers (Staff Development/Training)
- Responsibilities
- Opportunity for Stakeholder Input

Coulee Hartline School District

Almira/Coulee-Hartline
High School



School Improvement Plan

School Improvement Overview

The continual improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in improving schools. Prudent decisions are based on systematic analysis of data.

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Vision Statement for ACH High School

The vision of ACH High School is to develop Academic excellence and life-long learning, to promote Character development, while maintaining a Healthy and caring environment.



Washington State Summary Almira Coulee Hartline High School

413 N. 4th Street
Coulee City, WA 99115

509.632.5231

Enrollment

(2019-20 School Year)

79



0%

English Learners

46%

Low Income

Student Performance

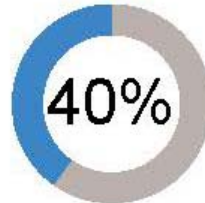
How are we doing getting students to their learning goals?



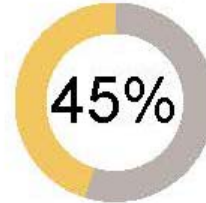
English Language Arts



Math



Science



Met grade level standards on state administered tests

How engaged are our students?



9th Graders on Track to Graduate



74%

Took a Dual Credit Course



Graduate in 4 years

About Our Teachers and Classrooms



12

Number of Teachers

41.7%

Have Master's Degree or Higher

12.4

Average Years Experience



7.9

Number of Students per Teacher

Finances

How much money do we spend on each student?

\$13,165

Staff Salary & Benefits



\$3,391

Non-Personnel Costs



Washington State Summary State Total



Old Capitol Building 600 Washington St. S.E.
Olympia, WA 98504-7200



360.725.6115

Enrollment

(2019-20 School Year)

1,147,573



12%

English Learners

45%

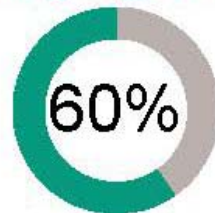
Low Income

Student Performance

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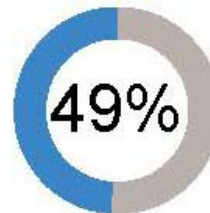


English Language Arts



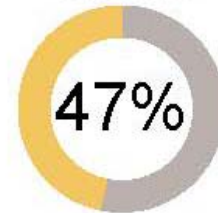
60%

Math



49%

Science



47%

Met grade level standards on state administered tests

How engaged are our students?



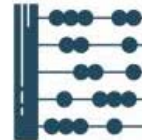
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34%

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34%

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67,362

Number of Teachers

60.6%

Have Master's Degree or Higher

12.8

Average Years Experience



16.7

Number of Students per Teacher

Finances

How much money do we spend on each student?

\$11,867

Staff Salary & Benefits

\$2,345



Non-Personnel Costs

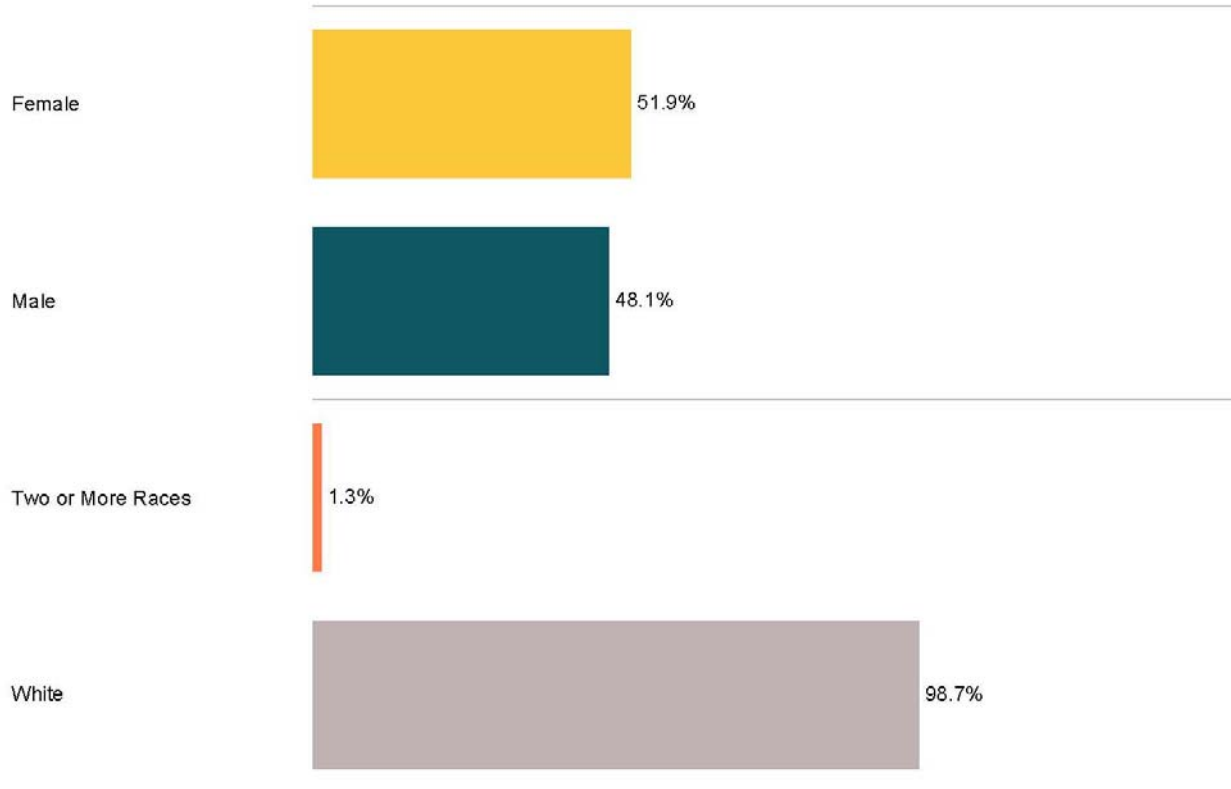


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Almira -Coulee-Hartline High School Demographics

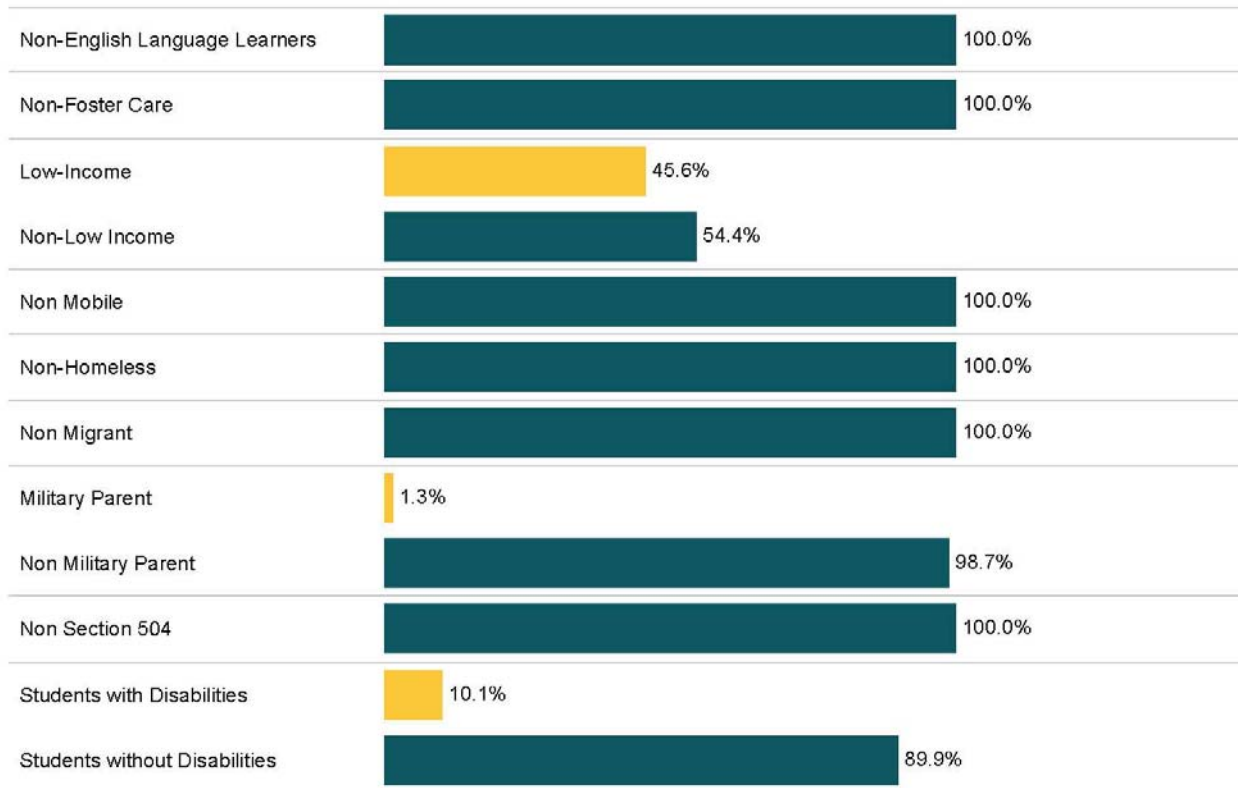
Almira Coulee Hartline High School 2019-20





Almira -Coulee-Hartline High School Demographics Continued...

Almira Coulee Hartline High School 2019-20

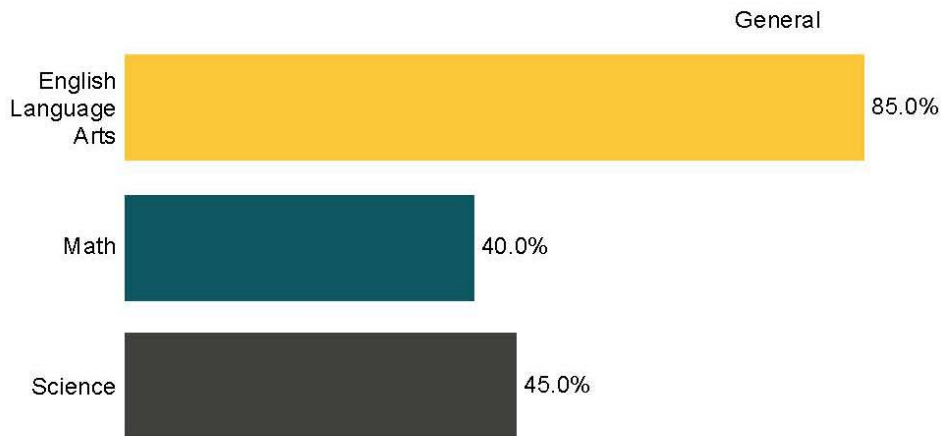


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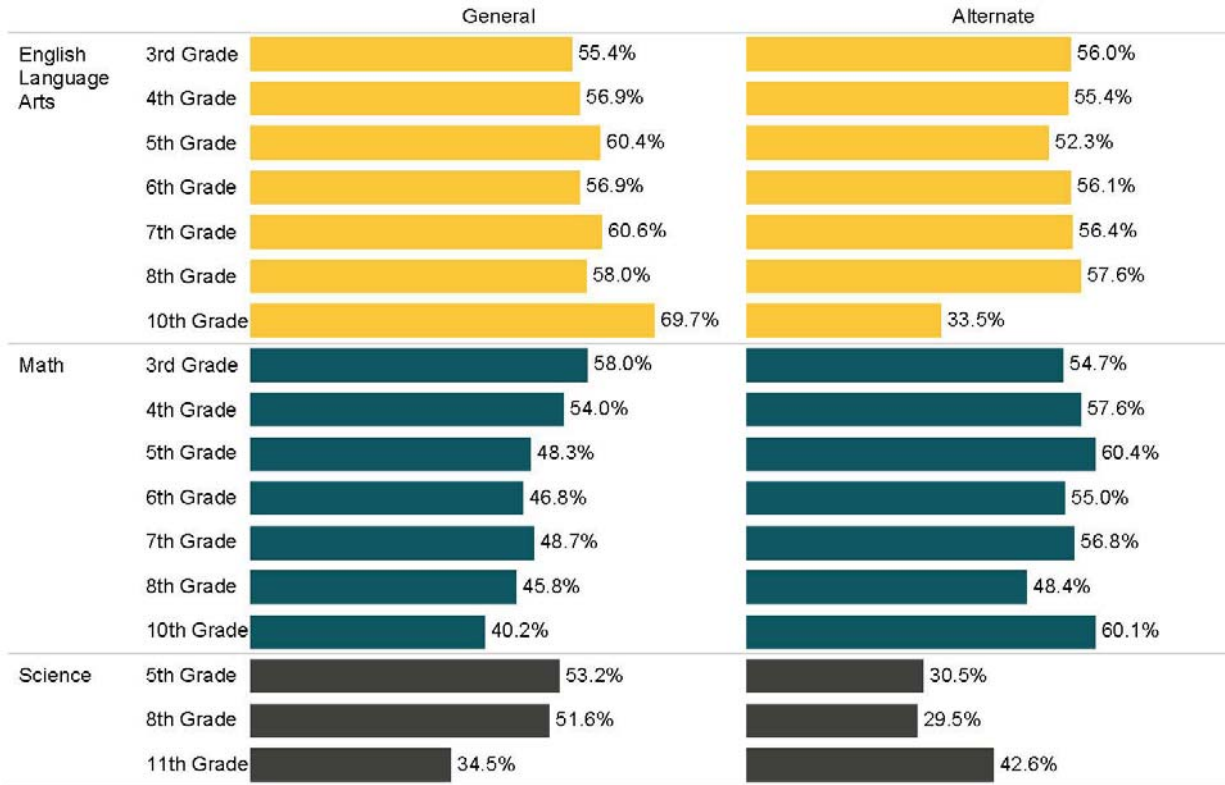
Most Current State Assessment Data - Students who Met Standard:

**Almira Coulee Hartline High School
2018-19**





Washington State 2018-19

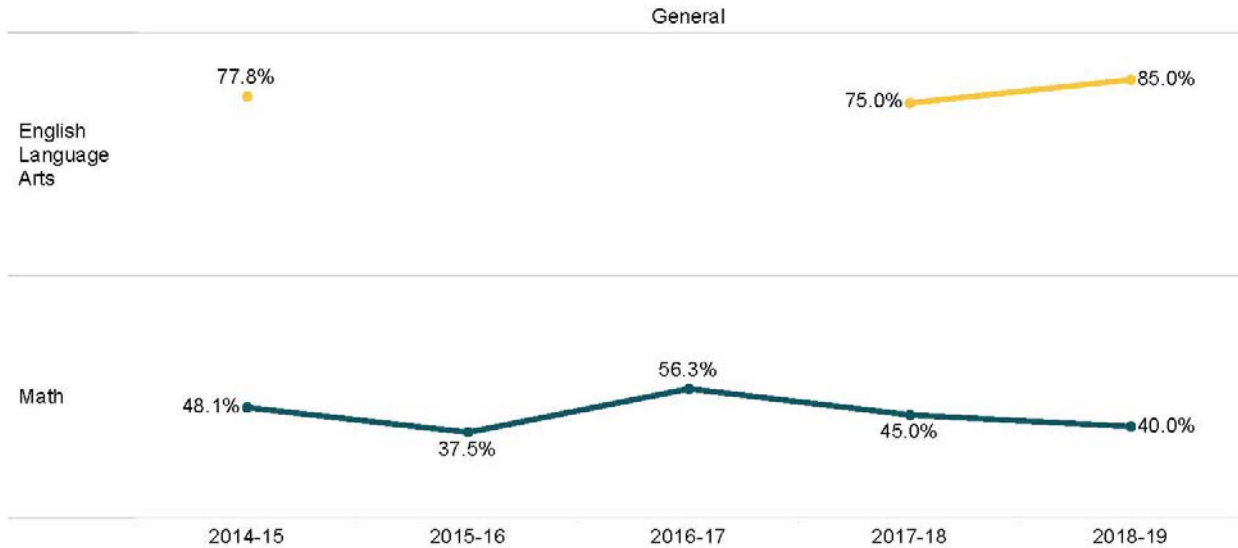


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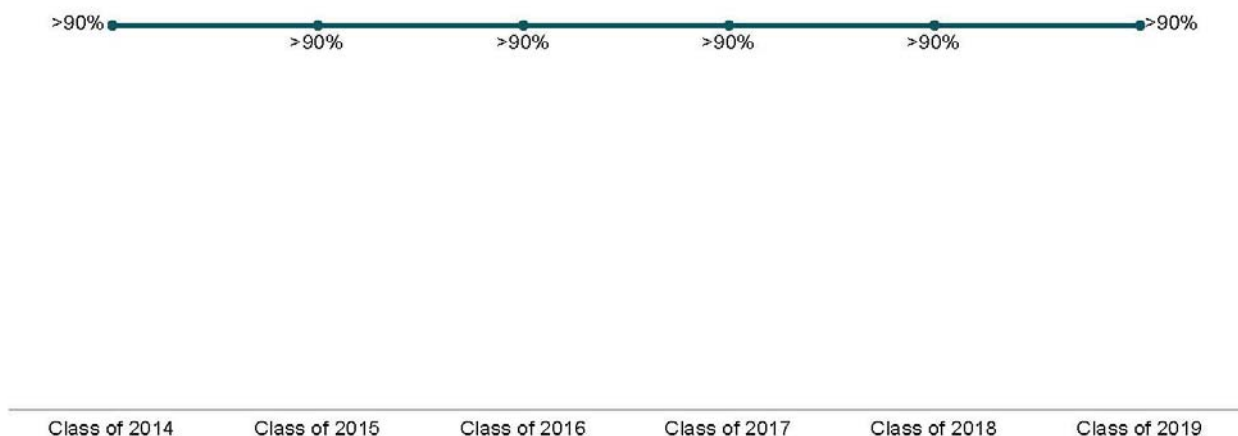
Most Current State Assessment Data Continued – Trends of students meeting standard...

Almira Coulee Hartline High School



Percent of students graduated in four years, over time

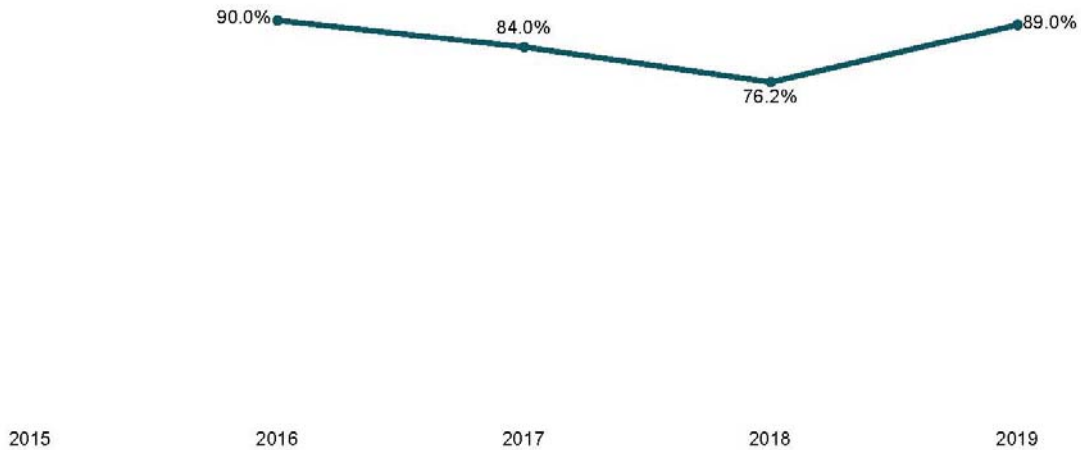
Almira Coulee Hartline High School





Percent of students passed all their courses in ninth grade over time

Almira Coulee Hartline High School



Step 3 Goal Setting

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ACH High School Goals

Goal 1:

Promote academic excellence

Goal 2:

Promote character development

Goal 3:

Promote a healthy and caring environment

Goal 4:

Align all curriculum to State Standards

Goal 5:

Align all Career and Technical curriculum to vocational standards

Goal 6:

Course descriptions written for all classes, including detailed learning outcomes

Implementation Plan

Goal 1:

Promote academic excellence

- ACH will offer Advanced Placement Classes.
- ACH will utilize a method for students to be able to “letter” for academics.

Goal 2:

Promote character development

- ACH will use the ASB to promote the character development
- ACH will create a partnership with area youth groups to aid in the promotion of character development.

Goal 3:

Ensure all curriculum is aligned to the State Standards

- Teachers will complete a review and alignment of all curriculum and maintain that alignment each year.

Goal 4:

Align all Career and Technical Education curriculum to approved frameworks

- Staff will complete a review and alignment of all curriculum to the state standards and maintain alignment each year.

Goal 5:

Course descriptions written for all classes, including detailed learning outcomes

- All teachers will have course descriptions with specific learning outcomes outline, written and on file in the office each school year.

Plan Assessment

Goal 1:

The assessment will be based on the number of students involved in AP classes, the number of students that receive the academic letter, and the number of students that pass the State Assessment.

Goal 2:

The assessment will be based on the number of students involved with our leadership and the character building program that will be created.

Goal 3:

The assessment will be based on percentages of students who are meeting standard on state assessments.

Goal 4:

The assessment will be based on whether or not the curriculum is tied to the standards.

Goal 5:

The assessment will be based on whether or not the curriculum has detailed descriptions with specific course learning outcomes.
