OSPI School Improvement Plan for 2021-2022

(and End-of-Year Improvement Plan Review for School Year 2020-21)

(Corresponds to Sections 15c, 16b, 17a, and 17b of the [OSPI Consolidated School Improvement Plan Template](https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/title-i-part-program-models/schoolwide-program))

*For guidance on completing Sections I, II, & III below, please refer to the*

[*SY 2021-2022 School Improvement Plan Template Implementation Guide.*](https://www.k12.wa.us/sites/default/files/public/ossi/schoolimprovement/pubdocs/Implementation%20Guide%202020-2021%20EoY%20and%202021-2022%20SIP%20Goals%204.0.pdf)

# Section I. End-of-Year School Improvement Plan Review for School year 2020-21

## This section will serve as a summative evaluation of SY 2020-2021 goals, activities, measures, and results. Please, use Sections 13, 15a, 15b, and 16a of OSSI’s Consolidated Improvement Plan Template—or comparable sections if using your own custom SIP form—for reference in reflecting on your implementation and results.

## *Note: For schools operating a Title I, Part A, Targeted Assistance Program do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.*

|  |  |  |
| --- | --- | --- |
| Building Data: *Please provide your school district, building name, and date of submission of this template to OSSI’s SharePoint if applicable below.* | | |
| School District Name:  Toppenish School District | **Building Name:**  CATS High School | **Date of Submission to OSSI SharePoint (if applicable):**  Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| SY 2020-2021 High-Priority Goal #1: Curriculum: CORE and Intervention | | |
| Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above. | **Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate? | **Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.) |
| 1. Teacher Walkthroughs | Utilized the walkthrough forms through Frontline. Principal did walkthroughs to ensure teachers had learning targets, activities and success criteria. This tool was appropriate to ensure teacher accountability. | The CATS principal made it to every classroom twice a month to see that targets, activities and success criteria were visible to students in classrooms (in person and online). Out of 108 walkthroughts, we had 101 visits that included learning targets, activities and success criteria visible to students. |
| 1. Wildcat Academy | CATS invited students who had incomplete grades or were not passing courses to participate in Friday school sessions. | Several students were able to complete courses and earn credits without having to give up a weekend or summer. This was important as many of our students need to work to provide for themselves or their families. |

|  |  |  |
| --- | --- | --- |
| SY 2020-2021 High-Priority Goal #2: Multi-Tiered System of Supports: Academic, Behavior and Social Emotional | | |
| Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above. | **Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate? | **Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.) |
| 1. Staff Book Study “Why we drop out” | CATS teachers completed the book study and generated a list of important details that help students be more successful in school. We took the list and began to discuss how we could take these details to help make us better as a staff. | 67% of our teachers completed the book study. We found the following strategies were crucial to understand if we wanted students to continue with their education.  1. Understand the story behind the behavior  2. Build a caring school community and foster a sense of belonging amongst students.  3. Institute instructional approaches that support and engage struggling students. |
| 1. Ninth Grade Success 2. Hoodie Design/PLC 3. 9th Grade Passing all courses | 1. CATS Staff met biweekly as a Freshman success team PLC. We created adult champions for every freshman and we created a CATS on Track form to monitor progress on each class. 2. Our Freshmen Success team kept data on how many students passed all of their classes using our CATS on Track progress monitoring form. | 1. The CATS staff created a PLC and met biweekly. 100% of our Freshman were assigned to an adult champion who met with each student weekly. The freshman advisory class worked together to design a hoodie. The hoodie was designed to help encourage freshmen to pass all their courses based on the National Freshmen Institute. 79% of Freshmen passed all their courses. 2. The CATS freshmen Success PLC created and implemented a CATS on Track form to monitor Freshmen and their course. The form ended being so successful we decided to use it school wide. Students were aware of their grades and course work missing and we also had them returned with parent signatures for an incentive. |

|  |  |  |
| --- | --- | --- |
| SY 2020-2021 High-Priority Goal #3: Culture: Student and Teacher Leadership | | |
| Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above. | **Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate? | **Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.) |
| 1. School Culture and Perception Survey | Student Survey | Due to the current hybrid model, the student survey was administered more as a student information gathering than a perception survey. As we continue to move forward CATS will change it back to a student prescription survey. |
| 1. District adoption of SEL curriculum for 2021-22 school year | District wide committee looked at research based curriculum to implement for Social Emotional Learning. | CATS participated in a Fidelity Inventory for PBIS. Staff went over results and will use this in conjunction with SEL adoption. |

# Section II. 2020-21 End-of-Year Summary and Reflection Questions

## The following Section is a summary reflection on end-of-year findings as documented in Section I above and to inform decision-making about 2021-2022 SIP Goals and Activities in Section III below. The purpose of these reflective and guiding questions is for building leadership to engage in practical and sustainable planning processes. Use of these questions and the additional Sections of this Template can encourage the formation of practical high-leverage goals and activities, progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2020-21, how have you responded to emerging student equity needs, particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities furthest from educational justice?

This year we faced many challenges when it came to emerging student equity needs. The CATS staff ensured each student had access to a chromebook/charger, internet access (busses with internet and hotspots, cellular companies with internet services to homes) school supplies, Our school pantry was utilized tremendously as we handed out clothing, food and toiletries to students and their families. We opened our doors during COVID for small group instruction for those students who really needed the help and/or had no access to the internet.

1. **If Tribal consultation is applicable/required by ESSA Section 8538 in your district and building:** How is your district engaging in timely, meaningful, and ongoing Tribal consultation in the planning and implementation of your SIP plan supporting AI/AN students, families, and communities?

*There are three areas of collaboration between the Toppenish School District (TSD) and the Yakama Nation. One, is to implement the goals and recommendations of cultural and diverse curriculum content of Indian Education Parent Committees. Two, is implementation of a Tribal Liaison from the Yakama Nation Tribal Council Education Committee who has been a designated agenda speaker at monthly school board meetings. The Tribal Liaison provides updates of educational concerns, questions, calendar events, and any new tribal laws and policies. Lastly, there are two scheduled tribal consultation meetings; one in the fall and spring. These tribal consultation meetings provide a platform for TSD to present elementary and secondary AI/AN student data, primary focused areas of concentration within Indian Education, and take recommendations for the future development and focus of implementation of Indian Education within the overall school district.*

1. Did you achieve any of your high-priority goals listed in Section I above? Describe what led to achieving that(/those) goal(s) or what prevented you from achieving it(/them).

Goal number 1 was achieved as we had over 94% of walkthroughs had a learning target, activity and success criteria posted for students to see. Teachers knew it was an expectation and there was follow

through from administration.

Goal number 2 was achieved as we created a FAST Team PLC, we kept an agenda, we met biweekly, we designed a hoodie with the help of our students and we created a CATS on Track form where students’

grades were monitored biweekly. We ended up using this document with our entire school.

1. How did at least one of the documented activities mentioned in Section I above (from SY 2020-21) positively impact student outcomes in relation to achieving its associated high-priority goal?

The development of our FAST Team and the hoodies created by students motivated our Freshman to pass all their courses. The CATS on Track form used to monitor this was very successful as well because we ended up using this with our entire school.

1. What challenge(s) did you encounter this year with implementing activities for at least one high-priority goal?

CATS really wanted to host a student cafe where we asked questions about our school to get some student voice. We were not able to host this due to capacity limits and social distancing requirements. In our last student cafe we learned so much about our students and how they felt about the culture of our school. Their response helped us make our school better and gave our students voice in how to work with students. In addition to cafes on climate and culture CATS would like to host one on academic goals and rigor of courses.

We were not able to post a culture and perception survey. We did a student survey instead that helped us understand where students were as far as education is concerned and if they had a chromebook, internet access and/or school supplies during the pandemic. This survey did help us reach out to kids to see what their needs were.

1. What adjustments and modifications could be made towards addressing the challenge(s) detailed above for the upcoming academic year?

We could have continued with the student cafe listed above by hosting a virtual cafe, but in the past we did not have a huge turn out. One thing about student cafes that is important is to have students present so their thoughts are shared.

1. What additional sources of data, if needed, will be collected to monitor the progress of those activities to be adjusted or modified?

Student’s responses will be collected to monitor progress of our school and culture. When we are able to host a cafe while students are in the same room and can bounce ideas off of each other then we will be able to adjust our teaching, learning and leading.

# Section III. OSPI School Improvement Plan for 2021-2022

## Using the goals and activities, guiding questions, and planned adjustments detailed in Sections I and II above, please fill out the table below restating, reinterpreting or rewriting new SMARTIE Goals, associated activities, and budget allocations for SY 2021-22, incorporating any adjustments as necessary. Please refer to the OSSI SY 2020-2021 End-of-Year Review and SY 2021-2022 School Improvement Plan Template Implementation Guide for more details on examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SY 2021-22 SMARTIE Goal #1: By June 2022, CATS High School will increase the Tier I-Level Implementation with Fidelity to at least 75% as measured by the spring Inventory. | | | | |
| Activities  *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.* | **Timeframe**  *What is the projected length of time of the activity?* | **Lead**  *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?* | **Resources**  *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?* | **Measures**  *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?* |
| 1)Social Emotional Learning Curriculum  Implemented in advisory weekly, A way to understand how students are feeling and what their needs are | Initial training in June 2021, on-going training and implementation | Administrator, teachers, OSSI para | PD on curriculum, PLC time for staff to calibrate lessons, | Student Survey, Tiered Fidelity Inventory, Advisory lesson plans |
| 2)Renaissance Recognition Rally  Attendance, Most Improved Attendance, Passing all courses, Passing 4 out of 6 courses, No Discipline, Student of the Month | Four recognition rallies a year. October, January, March, June | Administrator with the help of the PBIS team, OSSI Para | Criteria for recognition | CATS will track the number of students getting recognized at each rally |
| Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:* | | | | |
| 1)OSSI funding for timesheets, added PLC, and professional development. OSSI will also support a paraeducator to help with tracking students and preparing for the rally. | | | | |
| 2) Title IV funds were used to purchase curriculum and initial PD for SEL | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SY 2021-22 SMARTIE Goal #2: Using WIDA annual assessment in the spring of 2022 school year, CATS will exit 10% of their ELL students. | | | | |
| Activities  *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.* | **Timeframe**  *What is the projected length of time of the activity?* | **Lead**  *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?* | **Resources**  *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?* | **Measures**  *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?* |
| 1)English Language Standards will be posted for all content courses. | On-going for school year 2021-2022. | Tricia Valdez and Jose Corona will train, then staff will be leads | Levels, PD on WIDA standards, Data, PLCS’s | Administrator walk throughs, lesson plan checks |
| 2)Lessons will have reading, speaking, writing and listening activities intentionally planned. Students will be grouped, called on and questioned based on data. | On-going for school year with the focus being all teachers using ELL plans by spring 2022 | Tricia Valdez and Jose Corona | Training on how to group students using ELPA/WIDA, Using a contractor and district ELL coach in PLC to help plan activities | Administrator lesson plan checks. |
| Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:* | | | | |
| 1)OSSI funding for timesheets, added PLC, and professional development | | | | |
| 2)Title III funds are used for district ELL coach and to contract with Tricia Valdez | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SY 2021-22 SMARTIE Goal #3: During the 2021-22 school year 80% of CATS freshmen will be on track for success. | | | | |
| Activities  *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.* | **Timeframe**  *What is the projected length of time of the activity?* | **Lead**  *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?* | **Resources**  *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?* | **Measures**  *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?* |
| 1)PROPS (3 Period)  Students will earn props for following school wide expectations, | On-going for school year 2021-2022. | Administrator, OSSI Para, Teachers | PBIS, PBIS Rewards System | We will track the number of PROPS students earned quarterly. PROPS will be posted on school windows PBIS Reward System to track |
| 2)FAST tracking/monitoring | Tracking year round, progress is monitored every two weeks | Administrator with support from OSSI funded para, counselor and graduation specialist | CATS On Track Forms, PD | CATS has a collection form to collect the CATS on track forms, Homeroom data collection for discipline, attendance, and grades |
| Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:* | | | | |
| 1)OSSI funded para will help track 9th grade on track, supervise intervention groups. Other OSSI funds will be used for PD and timesheets. | | | | |
| 2)Title I funds will be used for intervention, summer school and PD. A variety of funds support the Graduation Specialist assigned to CATS. | | | | |