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.*

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| 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:** Lincoln Elementary  | **Date of Submission to OSSI SharePoint (if applicable):** 5/ 27 /21 |

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| SY 2020-2021 High-Priority Goal #1:Lincoln Elementary will develop our core beliefs and values and revise our mission and vision as measured by a rubric by June 2021. |
| 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)Professional development on developing Shared Values schoolwide. | Book study on Culturally Responsive Teaching & The Brain to help build common knowledge and a foundation for establishing our shared values, revising our mission and vision. This book is appropriate as it helped us understand how the brain operates and why we need to implement culturally responsive teaching.. | Lincoln has developed a draft of our shared values, Mission Statement and Vision. [Lincoln Shared Values, Mission, Vision](https://docs.google.com/presentation/d/1RtARCcNsOqPLyEkbVMkUV6HcWKUEKR_KfMc3-PPvHzg/edit?usp=sharing) |
| 2)Design a 4-point rubric to monitor the implementation and effectiveness of core beliefs and values, as well as our mission and vision statements. | Our Leadership Team decided to use the PLC at Work Continuum: Laying the Foundation rubric to determine the implementation progress and effectiveness of our shared values, mission, and vision. | At the beginning of the year we were an overall level 2- Initiating and at the end of the year Lincoln is rated a level 4 - Developing. We will continue to work on our mission, vision and shared values to get to level 5- Sustaining.[PLC at Work Continuum](https://drive.google.com/file/d/1nEK90zQA2-mOUN2Ho1Qi94bZMa4l64Oa/view) |

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| SY 2020-2021 High-Priority Goal #2:Lincoln Elementary will increase Tier 1 by 15 percentage points and decrease the percentage of Tier 3 students by 15 percentage points in reading as measured by iReady and/or curriculum assessments by June 2021.  |
| 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) MTSS - Professional development in Benchmark Advance (Tier I) and effective research based strategies and reading interventions (Tier II/III) | Teachers were asked what further professional development would be beneficial to their teaching and student learning. Based on their feedback, teachers participated in backward planning of the Benchmark Advance units and assessments. Ongoing, embedded professional development was provided with our instructional coach and inclusion specialist.Wildcat Academy began January 29, 2021. It provides 13 days of focused instruction with progress monitoring throughout. A total of 45.5 hours of instruction will be provided to students based on identified needs in phonics and place value. Research based interventions will be utilized to accelerate learning. Data chats will take place with all students as they review their results from 2 diagnostic assessments and form personal goals.Due to the limited time for Tier II/Tier III interventions, we encouraged student learning outside of our school day by promoting time to do iReady lessons at home. | Developing a MTSS Pyramid provided teachers with an intentional focus on research based programs and strategies. [MTSS ELA Elementary Pyramid](https://docs.google.com/presentation/d/1aq4iZNyQVcAN7KmxSrSd9PKeBAFhhxqGzEkE7x1wBno/edit?usp=sharing)Based on preliminary data students show improvement in phonics skills which is the area focused on with this intervention.We tracked data on a weekly basis and shared this with students and staff. |
| 2)Hire 2 paraprofessionals to provide support for Tier II/III | Paraprofessionals were able to provide interventions opposite of the core during online instruction and provided small-group and one on one support during in-person learning. | ELA goal - Reduce Tier 3 from 44% to 29% and Increase Tier 1 from 13% to 28%. Our winter scores showed Tier 3 had reduced to 37% and Tier 1 had increased to 23%After our final diagnostic in the spring our Tier 3 had reduced to \_\_\_and Tier 1 had increased to \_\_\_ |

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| SY 2020-2021 High-Priority Goal #3:Lincoln Elementary will increase Tier 1 by 15 percentage points and decrease the percentage of Tier 3 students by 15 percentage points in math as measured by iReady and/or curriculum assessments by June 2021.  |
| 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) MTSS - Professional development in Eureka (Tier I) and effective research based strategies and Professional development in math interventions,(Tier II/III), First Steps in Math | Teachers have received training from our instructional coaches in the math unit plans and common standard-based assessments created by the MTSS math team.Wildcat Academy began January 29, 2021. It provides 13 days of focused instruction with progress monitoring throughout. A total of 45.5 hours of instruction will be provided to students based on identified needs in phonics and place value. Research based interventions will be utilized to accelerate learning. Data chats will take place with all students as they review their results from 2 diagnostic assessments and form personal goals. | Developing a MTSS Pyramid provided teachers with an intentional focus on research based programs and strategies. [MTSS Math Elementary Pyramid](https://drive.google.com/file/d/1DOeuaMe87E_3aoPHLqZn72PwosjtA987/view?usp=sharing) Based on preliminary data, students show improvement in place value skills which is the area focused on with this intervention. |
| 2) Hire 2 paraprofessionals to provide support for Tier II/III and an ELL specialist | Paraprofessionals were able to provide interventions opposite of the core during online instruction and provided small-group and one on one support during in-person learning. | Math goal - Reduce Tier 3 from 41% to 26% and Increase Tier 1 from 8% to 23%. Our winter scores showed Tier 3 had reduced to 29% and Tier 1 had increased to 18%After our final diagnostic in the spring our Tier 3 had reduced to \_\_\_and Tier 1 had increased to \_\_\_ |

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| SY 2020-2021 High-Priority Goal #4: Lincoln Elementary will increase social/emotional safety while learning by 10% as measured by student surveys by June 2021. |
| 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) MTSS-Social/Emotional Learning- Implement Tier I, II, III  | We are in the process of adopting an SEL curriculum, Character Strong, and will be implementing it next year. An MTSS-SEL pyramid will be developed next year to provide effective Tier II and Tier III support.Our counselor has been doing a variety of SEL activities for students K-5 focusing on character development, mindfulness, self-care, and restorative practices. | Our MTSS-SEL team is using the [PBIS pyramid](https://drive.google.com/file/d/13lNeum_tK2WHr8rY6XBiy60vGNCmQNII/view) for now and will create a SEL pyramid next year, as we have established which SEL curriculum is adopted to then determine Tier II and Tier III support. Lincoln participated in a PBIS TFI to determine next steps. |
| 2)Revise and implement a student survey | [K-2 Student Survey](https://docs.google.com/forms/d/1ZIF6f_84q-Zmrbd_MjTqrgjR1Nmv78yrY7GZxLho3Dc/edit)[3-5 Student Survey](https://docs.google.com/forms/d/13q4Xz2VTou5KHrhd_MG1fNbNPMS7ouMwzyfxW8VXJJo/edit) | Results from student surveys showed students felt safe and were happy to be at school, both online and in person.90% of students in grades 3-5 feel safe and 89% of students in grades K-2 feel safe. |

# 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?

In an effort to eliminate opportunity gaps and support our students we provided technology support to students to ensure equity of services. These supports included access to chromebooks, internet hotspots, and technology assistance to students and their families. Teachers were provided additional training focused on technology, online learning, and how to support, engage, and motivate students while using online learning platforms. As students returned to school in person, we brought back students furthest from educational justice first. Students who decided not to come back in-person were supported by having the option to remain online. Students were also provided packets to support learning when the internet was not available. Our am/pm schedule allowed students the opportunity to receive interventions opposite of their core instruction.

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).

We did achieve goal #1 of developing our core values and revising our mission and vision statements. We stayed focused on our book study and our goal, even going through the pandemic and the many changes of schedules.

IReady scores if we met our goal

We also met goal #4 to increase students’ social/emotional well-being..

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?

Our book study reminded teachers of the importance of being culturally responsive to students and how their mindset impacts their ability to learn. Teachers were able to reflect on their own practice and provide comfortable and safe environments where students could focus on their learning. The ability to focus on their learning is evident in the increase of proficient students.

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

Time has been the biggest challenge in implementing our activities. Our time with students was reduced by half due to the pandemic and requirement of 6 ft distancing. We have had to have 2 groups of students, a morning and an afternoon group in order to be able to social distance. The time available with our staff was also affected due to limited transition times to allow time to clean classrooms.

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

As we return to a full day of instruction with all students in the upcoming year we will have more time with the students. The plan is to bring all students back to in-person instruction and have regular school days. Our school will have a new calendar with 4 and a half days of school and an additional half day of Tier III interventions for students. This schedule will also allow for more opportunities for professional development for staff.

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

We will continue to use iReady data to monitor student growth in reading and math. We will also continue to refer to the rubric for our Core Beliefs, Mission, and Vision to ensure we are working towards sustaining instead of implementing.

# 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.*

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| SY 2021-22 SMARTIE Goal #1: Lincoln Elementary will increase Tier 1 by 20 percentage points and decrease the percentage of Tier 3 students by 20 percentage points in reading as measured by iReady and/or curriculum assessments by June 2022.  |
| 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)Implement research based strategies to increase student comprehension in reading | August 2021-June 2022 | PLCs, Instructional Coach, Interventions Specialists, Leadership Team, Admin. | PD-Benchmark Advance, intervention programs, language standardsExtended time for students and staffAdditional intervention curriculum | Oral Reading RecordsCommon assessmentsiReady DiagnosticMTSS-ELA pyramid |
| 2)Hire 3 paraprofessionals and two Intervention Specialists to support Tier II, Tier III interventions. Small group instruction. | August 2021-June 2022 | Once hired the intervention specialist will lead this work with support from PLCs, Instructional Coach and Admin. | MTSS-ELA pyramid, Intervention curriculum. | Oral Reading RecordsCommon assessmentsiReady DiagnosticMTSS-ELA pyramid |
| 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) RAD-40,000. Title I and LAP will support these activities. Specific allocations have not been determined. |
| 2)RAD-$150,000 (additional requested in math goal) will pay for 3 para and one intervention specialist. The other intervention specialist will be funded out of the ESSER budget. |

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| SY 2021-22 SMARTIE Goal #2: Lincoln Elementary will increase Tier 1 by 20 percentage points and decrease the percentage of Tier 3 students by 20 percentage points in math as measured by iReady and/or curriculum assessments by June 2022.  |
| 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)Implement research based strategies to increase student proficiency in math | August 2021-June 2022 | PLCs, Instructional Coach, Intervention Specialists, Leadership Team, Admin | PD-Eureka and First Steps, intervention programs, language standardsExtended time for students and staffAdditional intervention curriculum | Common assessmentsiReady DiagnosticMTSS-Math pyramid |
| 2)Hire 3 paraprofessionals and two Intervention Specialists to support Tier II, Tier III interventions. Small group instruction. | August 2021-June 2022 | Once hired the intervention specialist will lead this work with support from PLCs, Instructional Coach and Admin. | MTSS Math pyramid Intervention curriculum. | Common assessmentsiReady DiagnosticMTSS-Math pyramid |
| 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)RAD-40,000. Title I and LAP will support these activities. Specific allocations have not been determined. |
| 2) RAD-$150,00 (additional requested in reading goal) will pay for 3 para and one intervention specialist. The other intervention specialist will be funded out of the ESSER budget. |

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| SY 2021-22 SMARTIE Goal #3: Lincoln Elementary will increase the level of fidelity and implementation of PBIS Tier I from 83% to 93% as measured by the PBIS-TFI by June 2022. |
| 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)Training and Implementation of Character Strong SEL Curriculum. | August 2021-June 2022 | MTTS-SEL Team, PBIS Team, Lincoln Staff. | Professional development in SEL, Character Strong, MTSS-SEL,  | PBIS-TFI, student surveys, parent surveys, staff surveys |
| 2) Training and Implementing PBIS Rewards Program  | August 2021-June 2022 | MTTS-SEL Team, PBIS Team, Lincoln Staff.. | Professional Development in PBIS Rewards, Badge Printer, Student Rewards | PBIS Rewards Data |
| 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)RAD-8,000 for timesheet and supplemental materials. Title IV funds have been used to purchase the Character Strong curriculum and initial training. |
| 2) RAD-7,000. Title I funds will purchase PBIS Rewards. |