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:** Toppenish Preschool & ECEAP | **Date of Submission to OSSI SharePoint (if applicable):** Click or tap here to enter text. |

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| SY 2021-2022 High-Priority Goal #1: *Please write your goal here* By May 25, 2022 eighty percent of the Toppenish Preschool’s continuously enrolled four-year-old and three-year-old students will increase their letter recognition by three letters or reach end of the year reading benchmark. The Toppenish Preschool Team will review data once a month to monitor progress in reading during PLC meeting. During our PLC meeting, teachers and director will examine progress monitoring data and plan and implement interventions based on students’ needs in reading. We will use collected form the Preschool Assessment and Progress Monitoring data. |
| 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.) |
| Teachers will provide daily small group instruction. | This will be measured by bi-weekly observations. | Click or tap here to enter text. |
| Teachers will send home monthly activities in reading for parents to work with students at home. | Teachers will submit monthly packets to director. | Click or tap here to enter text. |

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| SY 2021-2022 High-Priority Goal #2: *Please write your goal here*By May 25, 2022 Toppenish Preschool’s attendance will increase by 20%. The Toppenish Preschool will monitor student’s attendance weekly. During our PLC meeting, teachers and director will examine progress monitoring data and plan and implement interventions based on students’ needs in reading. We will use collected form the Preschool Assessment and Progress Monitoring data. |
| 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)The office will send home weekly note cards to parents when a child is absent. | We will look at Homeroom data attendance to monitor progress to our goal. | Click or tap here to enter text. |
| 2)Staff will meet with families to create an attendance plan for students that drop below 90% attendance. | We will look at Homeroom data attendance to monitor progress to our goal. | Click or tap here to enter text. |

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| SY 2021-2022 High-Priority Goal #3: *Please write your goal here*To strength our school and PBIS implementation and family engagement the PBIS committee will recruit and retain parent representative to be part of the PBIS decision making team. During our first parent meeting we will recruit our parent representative to be part of the PBIS team. The team will meet monthly to review data. |
| 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 will recruit a parent to be part of the PBIS decision making team. | Agenda will be developed for each PBIS meeting and attendance will be taken at meeting for members attendance to meetings. | Click or tap here to enter text. |
| 2)The team will meet monthly to review student discipline data and develop a plan if need be. | Students discipline data will be entered into Preschool google sheets. | Click or tap here to enter text. |

# 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?

Click or tap here to enter text.

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?

Click or tap here to enter text.

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).

Click or tap here to enter text.

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?

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

# 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: *Please write your goal here* |
| 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)Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2)Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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) Click or tap here to enter text. |
| 2)Click or tap here to enter text. |

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| SY 2021-22 SMARTIE Goal #2: *Please write your goal here* |
| 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)Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2)Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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)Click or tap here to enter text. |
| 2)Click or tap here to enter text. |

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| SY 2021-22 SMARTIE Goal #3: *Please write your goal here* |
| 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)Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 2)Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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)Click or tap here to enter text. |
| 2)Click or tap here to enter text. |