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:**  Valley View Elementary | **Date of Submission to OSSI SharePoint (if applicable):**  Click or tap here to enter text. |

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| SY 2020-2021 High-Priority Goal #1:  By 2021, Valley View Elementary will increase ELA iReady scores for grades K-5 by 30% through the implementation and ongoing support of MTSS, Core Curriculum, PLCs and Progress Monitoring. | | |
| 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 for Benchmark Advance Tier 1 | Progress toward the goal was measured by participation in PD as well as with iReady diagnostic data for assessments administered 3 times over the course of the year. | Staff received training for Tier 1 of Benchmark Advance, however the goal to increase iReady scores by 30% was not achieved. |
| 1. Increased time on task for students in iReady | Measured by time-on-task reports and diagnostic data for iReady assessments. | Students used iReady inconsistently throughout the year as a result of the COVID pandemic and remote instruction. Some students increased time on task through encouragement and family contact, however many students did not regularly complete the recommended time on task. |

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| SY 2020-2021 High-Priority Goal #2:  By 2021, Valley View Elementary will improve inclusion practices in general education classrooms through the development of differentiated academic access points and assessment modifications, providing support to staff through collaboration and PLCs, and refining EL strategies for use with all students. Staff surveys, walkthrough data, PLC notes and Special Education assessment scores will measure improvement. | | |
| 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. Assessment and Curricular Modifications | Curriculum guides were analyzed for appropriate modifications and opportunities for differentiation. | Math curriculum guides (k-5) were modified to include differentiation strategies. ELA curriculum guides were not addressed this year. |
| 1. Inclusion Walkthroughs | Measured by the data collected during walkthroughs and support provided as a result. | Due to remote and hybrid learning, inclusion walkthroughs were not conducted. |

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| SY 2020-2021 High-Priority Goal #3:  By 2021, Valley View Elementary will improve student to student, student to teacher, teacher to teacher and school to family relationships by 80% as measured through the implementation and ongoing support of PBIS, MTSS, Restorative Justice Practices, Family and Community Engagement, as well as through the analysis of attendance and discipline 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. SEL instruction | SEL lessons were conducted in all grade levels. The use of the lessons were documented in weekly lesson plans. | While the work of building relationships continued through remote and hybrid learning, it looked much different than planned. We conducted many home visits and provided support to families needing resources such as food. No discipline data exists as there were no instances of discipline during remote and hybrid learning. |
| 1. Professional development | TheTiered Fidelity Inventory was used to assess progress toward Tier 1 proficiency in PBIS. | Valley View received a score of 73% for Tier 1 of PBIS. This is short of our 80% goal for Tier 1 structures within the program. Because of remote and hybrid learning, PBIS looked much different than in previous years. |

# 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?

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).

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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: *In June 2021, the TFI conducted with Valley View Staff showed PBIS Tier 1 at 73% implementation. By June 2022, Valley View will increase the Tier 1 score to 90% and will implement Tier 2 at least 80% as measured by the TFI. The PBIS team will train and develop systems to accomplish this using current discipline, engagement, and rewards data. Grade level and building PLCs will work together to ensure effective implementation of new systems and supports for PBIS Tier 1 and 2.* | | | | |
| 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. problem behavior definitions and training | On going | Administration with support from leadership team | Time to meet | Short term will be the use of common language, use of information on referrals.  Long term Valley View will use Tiered Fidelity Inventory |
| 1. Student and family survey (PBIS) | PBIS team will create time line | PBIS team | 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. Title I and Title I Parent Engagement | | | | |
| 2)Click or tap here to enter text. | | | | |

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| SY 2021-22 SMARTIE Goal #2: On June 1, 2021, 70% of Valley View Classroom teachers provide differentiated instruction and/or curricular resources 2 or more times per week. By June 2022, 100% of Valley Classroom Teachers will provide differentiated instruction and curricular resources daily with support from inclusion specialists, intervention specialists, and the instructional coach. Each grade level PLC will work together to prepare the differentiated instruction and curricular resources, documenting the use in PLC notes and lesson plans. The use of differentiation will be observed during weekly walkthroughs. | | | | |
| 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)PLC support for differentiation of materials and instruction. \*data cycles | On going. Data cycles after each I-ready assessment window | Administrator, with support from instructional coach and PLC teams | PD on how to differentiate lessons, PLC planning | Walk thoughts, lesson plans and I-ready growth |
| 2)ELL targets posted | Monitored throughout year | Administrator with support from Interns and District ELL coach | PD on WIDA standards, sample targets, PLC time to write and coordinate | Walk throughs and lesson plans |
| 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. | | | | |
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| SY 2021-22 SMARTIE Goal #3: *On June 1, 2021, 0% of Valley View Families receive SEL support. By June 2022, 100% of families who need SEL support (as determined by family needs survey) will receive it via direct instruction, family events, and resources provided for use at home. The percentage of families supported will be measured by identifying the families receiving SEL support throughout the year.* | | | | |
| 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)family night | Click or tap here to enter text. | PBIS team, support from counselor and behavior intervention | Click or tap here to enter text. | Attendance at events |
| 2)needs survey #3 system for distribution of materials. | Needs survey will be conducted in first trimester. System to distribute materials and implement mid year | PBIS team | Click or tap here to enter text. | This will be determined when the system is created |
| 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. Title IV has purchased SEL curriculum and arranged for initial training | | | | |
| 2)Family Engagement funds will help support at home activities | | | | |