

OSPI School Improvement Plan 2021-2022

Building Data

School District: Lopez Island School District
Building Name: Lopez Island Elementary
Date: 10/20/2021

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	112	NA	Two or more Races	4	3.6%
American Indian / Alaskan Native	1	0.9%	English Language Learners	15	13.4%
Asian	0	0%	Homeless/McKinney-Vento	0	0%
Black/African American	0	0%	Low Income	43	38.4%
Hispanic/Latino	27	24.1%	Section 504	12	10.7%
Native Hawaiian/ Other Pacific Islander	0	0%	Students with Disabilities	15	13.4%
White	80	71.4%	Student Mobility	2	1.8%

* The data in this table is from the 2020-21 school year.

Theory of Action:

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If we, as an elementary team, collaborate together to implement MTSS processes with multi-tiered interventions and professional learning communities, attend trainings that will increase student engagement at their learning level, create a committee to adopt a literacy curriculum that best meets the needs of our students, and attend Bridges math training and implement curriculum with fidelity, then our elementary students will be able to increase their literacy and mathematics skills so that they are meeting or exceeding grade level standards defined by the Smarter Balanced Assessment Consortium (SBAC) and the STAR assessment.

SY 2021-2022 SMART Goal #1: Between September 2021 - June 2021, elementary students in grades Kindergarten through 5th grade will improve their literacy skills to grade level standards or above:

- (a) The number of K- 5th grade students reaching at or above grade level standards in literacy skills will increase from 56% to 61% as measured by the STAR Reading assessment.
- (b) The number of 3rd - 5th grade students reaching at or above grade level standards in literacy skills will increase from 57% to 72% as measured by the Reading SBAC.

Activities <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	Timeframe <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	Lead <i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	Resources <i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	Measures <i>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?</i>
(1) Establish a Literacy Curriculum Adoption Committee for selecting new literacy curriculum for elementary grades	October 2021 - April 2022; Committee will meet 2x per month for 6 months	Elementary Principal & Literacy Curriculum Adoption Committee	<ul style="list-style-type: none"> • NWESD support to identify literacy curriculums to review • Paid time for literacy curriculum adoption committee to meet 	A rubric will be created with literacy curriculum needs/wants and each curriculum will be reviewed and scored according to the rubric

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<p>(2) Using MTSS (Multi-Tiered Systems of Support), identify students in need of reading intervention and implement small group interventions</p>	<p>October 2021 - June 2022</p>	<p>Elementary Principal, RTI (Response to Intervention) Coordinator, School Counselor, Elementary Classroom Teachers, Paraeducators</p>	<ul style="list-style-type: none"> • Paid time for staff members to provide reading interventions for students • Paid time for developing reading materials for interventions • Reading curriculum resources for the interventions 	<ul style="list-style-type: none"> • Running Records • Curriculum Based Measurements (CBMs) • Observations • Informative assessments in reading fluency & comprehension
<p>(3) Implement the MTI (Multi-Tiered Intervention) meetings to analyze current literacy data and discuss possible interventions for grade levels or individual students in need of literacy support.</p>	<p>Fall 2021 (October), Winter 2022 (February), & Spring 2022 (May)</p>	<p>Elementary Principal, RTI Coordinator, School Counselor, Elementary Classroom Teachers, Paraeducators</p>	<ul style="list-style-type: none"> • Paid time for staff members to analyze current literacy data • Paid time for staff to meet to discuss individual student needs and problem solve solutions to meet these needs 	<ul style="list-style-type: none"> • Running Records • SBAC Reading • STAR Reading • Observations
<p>(4) Implement best practices and strategies to increase student engagement for every student at their learning level (i.e. special education, EL, Highly Capable)</p>	<p>October 2021 - June 2022</p>	<p>Elementary Principal, Elementary Classroom Teachers and Paraeducators</p>	<ul style="list-style-type: none"> • Provide UDL training • Provide GLAD training • Provide Literacy Professional Development • Paid time for staff to meet to discuss individual student literacy needs and problem solve solutions to meet these needs 	<ul style="list-style-type: none"> • Running Records • SBAC Reading • STAR Reading • Observations



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<p>(5) Collaborate in PLC (Professional Learning Communities) to develop goals, review data, share strategies, and create action steps</p>	<p>October 2021 - June 2022; PLCS meet 1-2 times per month</p>	<p>Elementary Classroom Teachers and Paraeducators</p>	<ul style="list-style-type: none"> • Provide time for PLCs to collaborate • Provide Resources to support PLCs' action steps 	<ul style="list-style-type: none"> • Running Records • SBAC Reading • STAR Reading • Observations • Informal reading assessments
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PLC Team 1: Primary Grades

<p>Team Goal:</p>	<p>All primary students will make one-year grade equivalent progress in components of the Foundational Skills category of the STAR Early Literacy assessment, from September 2021 to May 2022.</p>
<p>We will measure this formatively by:</p>	<p>Small group work Observations Regular practice Informal individual assessments.</p>
<p>We will measure this summatively by:</p>	<p>STAR Early Literacy test Running Records</p>
<p>Action steps will take to meet our goal:</p>	<p>Daily practice Small groups Hands-on activities Presenting information in a variety of ways Heterogeneous grouping for literacy activities</p>
<p>This is how we will utilize technology to meet our goal:</p>	<p>Using devices for testing Apps for phonics practice Videos for skill building</p>

PLC Team 2: Intermediate Grades

<p>Team Goal:</p>	<p>From September 2021 - May 2022, each intermediate student will make one year of grade equivalent growth in reading measured by the STAR Reading Comprehension and Grade Equivalent score.</p>
<p>We will measure this formatively by:</p>	<p>Observation during small groups Anecdotal records Running records summarizing</p>
<p>We will measure this summatively by:</p>	<p>Beginning of year STAR Reading Comprehension Grade Level Equivalent End of year GE score, AR</p>
<p>Action steps will take to meet our goal:</p>	<p>Explicit teaching of comprehension skills: Daily 5 Close Reading Differentiated for certain learners</p>
<p>This is how we will utilize technology to meet our goal:</p>	<p>AR testing Star Epic MobyMax</p>



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SY 2021-2022 SMART Goal #2: Between September 2021 - June 2021, elementary students in grades Kindergarten through 5th grade will improve their mathematics skills to grade level standards or above:

- (a) The number of K- 5th grade students reaching at or above grade level standards in mathematics skills will increase from 61% to 66% as measured by the STAR Reading assessment.
- (b) The number of 3rd - 5th grade students reaching at or above grade level standards in mathematics skills will increase from 31% to 36% as measured by the Mathematics SBAC.

Activities <i>What evidencedbased practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	Timeframe <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	Lead <i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	Resources <i>What resources will be needed to implement this activity toward reaching the stated goal (for example, PD, extended time, curriculum, materials, etc)?</i>	Measures <i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in the goal?</i>
(1) Implement the Bridges mathematics curriculum at all grade levels with fidelity.	September 2021 - June 2022	Elementary Principal, Elementary Classroom Teachers, Paraeducators	<ul style="list-style-type: none"> • Provide Bridges curriculum training for all grade level teachers • Provide time for teachers and paras to meet in PLCs to strategize challenges and create action steps to support one another 	<ul style="list-style-type: none"> • SBAC Math • STAR Math • Observations • Bridges unit assessments and quizzes • Class exit tickets
(2) Using MTSS (Multi-Tiered Systems of Support), identify students in need of mathematics intervention and implement small group interventions	October 2021 - June 2022	Elementary Principal, RTI (Response to Intervention) Coordinator, School Counselor, Elementary Classroom Teachers, Paraeducators	<ul style="list-style-type: none"> • Paid time for staff members to provide math interventions for students • Paid time for developing math materials for interventions 	<ul style="list-style-type: none"> • Curriculum Based Measurements (CBMs) • Observations • Informative assessments in math computation, concepts and applications • STAR Math



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			<ul style="list-style-type: none"> • Math curriculum resources for the interventions 	
(3) Implement the MTI (Multi-Tiered Intervention) meetings to analyze current math data and discuss possible interventions for grade levels or individual students in need of math support.	Fall 2021 (October), Winter 2022 (February), & Spring 2022 (May)	Elementary Principal, RTI Coordinator, School Counselor, Elementary Classroom Teachers, Paraeducators	<ul style="list-style-type: none"> • Paid time for staff members to analyze current math data • Paid time for staff to meet to discuss individual student math needs and problem solve solutions to meet these needs 	<ul style="list-style-type: none"> • SBAC Math • STAR Math • Observations
(4) Implement best practices and strategies to increase student engagement for every student at their learning level (i.e. special education, EL, Highly Capable)	October 2021 - June 2022	Elementary Principal, Elementary Classroom Teachers and Paraeducators	<ul style="list-style-type: none"> • Provide UDL training • Provide GLAD training • Provide Literacy Professional Development • Paid time for staff to meet to discuss individual student literacy needs and problem solve solutions to meet these needs 	<ul style="list-style-type: none"> • Running Records • SBAC Reading • STAR Reading • Observations

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<p>(5) Collaborate in PLC (Professional Learning Communities) to develop goals, review data, share strategies, and create action steps</p>	<p>October 2021 - June 2022; PLCS meet 1-2 times per month</p>	<p>Elementary Classroom Teachers and Paraeducators</p>	<ul style="list-style-type: none"> • Provide time for PLCs to collaborate • Provide Resources to support PLCs' action steps 	<ul style="list-style-type: none"> • Running Records • SBAC Reading • STAR Reading • Observations • Informal reading assessments
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