

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](#))

For guidance on completing Sections I, II, & III below, please refer to the [SY 2021-2022 School Improvement Plan Template Implementation Guide](#).

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:	Building Name:	Date of Submission to OSSI SharePoint (if applicable):
Snohomish School District	Emerson Elementary School	June 18th, 2021

SY 2020-2021 High-Priority Goal #1: Support of literacy adoption. Continued articulation of Fountas and Pinnell classroom through adoption process, expansion of Being a Writer, review of essential standards work related to literacy materials and pacing guides

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) Teachers had to reorganize pacing guides to determine best course of action in hybrid classroom for 2020-2021. As our contact time with students was combination of asynchronous and synchronous. (Pacing guides for hybrid schedule was work in progress.)	Grade level and individual classroom teacher CBA’s, STAR. They were appropriate as there were no state assessments this year.	We found it very challenging from Sept. to Feb. to accurately assess students while at home. (Some parents would help students with STAR.) Once we returned to in-person hybrid it was much easier to assess students reading and writing, as well as create conditions for students to take computer based assessments without outside factors.

<p>2) Teachers and support staff (Title, SPED) had to work together on Being a Writer curriculum to identify essential standards and writing activities for students. As we had to use time wisely in a hybrid environment.</p>	<p>CBA's. No state assessment this year.</p>	<p>Very challenging situation to assess student writing while at home from Sept. – Feb. Once students returned to campus our teachers were able to assess and reteach specific writing skills. CBA's were most helpful in this area. Mixed results in this pandemic.</p>
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SY 2020-2021 High-Priority Goal #2: Deepening understanding of SEL materials adopted by focusing on identifying feelings, developing empathy, and using problem solving model prescribed. Pursue community resources in support of mental health support within the school

<p>Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above.</p>	<p>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?</p>	<p>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.)</p>
<p>1) Teachers daily had morning zoom from 8:30 to 9:30 for social emotional learning. (Used Paths curriculum with articulated plan from 2019-2020, purchased Fisher/Frye SEL guides)</p>	<p>Teacher feedback, parent feedback.</p>	<p>Teacher reporting, SWIS data – decrease on severe behaviors. Very challenging to determine results.</p>
<p>2) Provided time and opportunities for grade level teams to work together to develop plan for supporting SEL for remote, in-person hybrid. Counselor met with individual teachers, student groups and provided support and guidance as well.</p>	<p>Teacher conversations, counselor meeting with grade level teams and small group meetings. Shifted and adjusted to meet needs of students, staff and families.</p>	<p>Very challenging to determine results. Student and staff feedback - most helpful.</p>

SY 2020-2021 High-Priority Goal #3: Deepening use and understanding of GLAD strategies, identifying 2-3 strategies to focus upon as a school. Continued use of Imagine Learning in support of language acquisition.

<p>Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above.</p>	<p>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?</p>	<p>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.)</p>
<p>1) Partnered with Dr. Sara Martinez and her team 3 times this year. Fall, winter and spring. All virtual.</p>	<p>Teachers shared new learnings, invited colleagues and admin to observe GLAD strategies in action. Teacher practice!</p>	<p>Dr. Martinez – summary and write up. 😊</p>

2)Teacher observations of GLAD strategies in action.	Mr. Hanson observed teachers sharing GLAD strategies and how they are implementing these strategies across curriculum areas.	Teachers shared success in post conference conversations around how GLAD strategies have helped them reach and teach students. (Specifically targeted students in Hispanic, SPED and ELL)
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SY 2020-2021 High-Priority Goal #4: Support of math literacy with targeted student groups (Hispanic, ELL, SPED) in our continued remote learning environment, through June 2021, as measured by classroom formative measurements and district assessment tools. A review of our data, combined with the remote learning necessitated by Covid-19 has presented a need for math literacy support with our designated student groups.

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)Purchased site license for Dreambox (2020-2022)	STAR	Title support staff, classroom teachers and admin use it to monitor progress (STAR, DREAMBOX data, CBA's)
2)Teacher use of small group support for targeted student groups (Zoom and in person after Feb. 2021)	DREAMBOX - analysis of data	Results at the individual level, class and school. Teachers are sharing that if a student participates in Dreambox (3-4) times a week, they have seen classroom, STAR and dreambox data showing really strong growth.

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?

During the 2020-2021 school year we have had to really be focused on our communication patterns. Mrs. Connie Hellmund (translator), Esther Bak (ELL), Dana Oppelt (Title), Eddie Marrs (SPED), classroom teachers and office staff had to really be intentional on how and when to communicate, seek feedback and help support all students, but specifically our ELL, Hispanic and SPED students.

Many house visits were done. From supplies, technology to new reading materials. We had two ELL parent nights with translator. Sharing with families about how remote, hybrid. There were many opportunities to share concerns, things going well and questions about next steps in the pandemic. Overall a great success. We scheduled meetings before big changes occurred and usually was done the day before a big new piece of communication came from the district office. One of the highlights of my year (Mr. Hanson). Great feedback from our ELL families as well.

2. **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?
N/A

3. 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).
Mr. Hanson – I personally don't think you could achieve any of the high priority goals during the pandemic. As, a hybrid schedule presented many problems with our ability to spend the amount of time with students to see the kind of growth possible. We moved closer to our goal, but two days in person and Sept – Feb. remote presented many struggles for families and teachers.

4. 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?
Dreambox allowed us to provide many more opportunities in math that would have not been able to be accomplished in this remote/hybrid situation.

5. What challenge(s) did you encounter this year with implementing activities for at least one high-priority goal?
The pandemic presented many challenges. We had students/families with wide ranging views of what school should look like. Many choosing to disengage, or only partially participate in the online school. This impacted all of our goal areas. We communicated regularly with office staff, counselor and teachers to use our relationships to get students to engage, participate and learn.

6. What adjustments and modifications could be made towards addressing the challenge(s) detailed above for the upcoming academic year?
Having students in person five days a week will make a huge difference. We now have a more capable staff to reach the needs of our learners. We also feel like we became closer as a school, community and with our families through this experience. Never before have families been so involved in education and teachers delivering lessons and learning in people's living rooms, bedrooms and home offices. We are prepared to do everything we can go re-build, re-engage and provide the kind of support and learning opportunities to get things back on track for each of our students in the 2021-2022 school year.

7. What additional sources of data, if needed, will be collected to monitor the progress of those activities to be adjusted or modified?
We will be using the state assessment results, STAR, CBA's to monitor progress and have a plan to support students where they are at and make a plan to get them to standard (or beyond).

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: All students will show at least a year's growth in reading as measured by our FPC assessments and STAR results. We will assess in the fall upon return to a five day a week schedule and measure progress in June (prior to end of the year reporting). Ongoing assessments will be used to drive our instructional decisions, offer more support and help to those students not making adequate yearly progress.

Activities	Timeframe	Lead	Resources	Measures
<i>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.</i>	<i>What is the projected length of time of the activity?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	<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>	<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)Ongoing grade level meetings analyzing data, discussions around assessment schedule (formative and summative), scheduled meetings with follow up actions.	Sept - June	Mr. Hanson, Mrs. Dailey (admin intern), Leadership team, Grade Level Teams	Extended time, after school data analysis, PD (understanding student needs/actions to remediate/extend/accelerate learning)	SBA, STAR, FPC assessments
2)Before and after school student intervention support. Acceleration, reteaching, and support for students and families. (Zoom/in-person)	Oct. - June	Mr. Hanson, Mrs. Dailey (admin intern), Leadership Team	Additional funding (grant, school district funds)	STAR, FPC, CBA and teacher observation
3) Staff PD around FPC guided reading to specifically scaffold and support for our SPED, ELL, and Hispanic populations.	Oct. - June	Mr. Hanson, Mrs. Dailey (admin intern), Leadership Team	Staff professional development via staff members who previously held district positions as literacy support coaches and others FPC materials PD around STAR report usage.	STAR, FPC (BAS), CBA and teacher observation

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) \$5,000 for PD, additional meeting times, building assessment calendar/system

2)\$7,500 for materials, paying additional staff (cert and classified)

SY 2021-22 SMARTIE Goal #2: All students will show at least a year's growth in mathematics as measured by our Bridges or Big Ideas Math assessments and STAR results. We will assess in the fall upon return to a five day a week schedule and measure progress in June (prior to end of the year reporting). Ongoing classroom based assessments will be used to drive our instructional decisions, offer more support and help to those students not making adequate yearly progress.

Activities	Timeframe	Lead	Resources	Measures
<i>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.</i>	<i>What is the projected length of time of the activity?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?</i>	<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>	<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)Ongoing grade level meetings analyzing data, discussions around assessment schedule (formative and summative), scheduled meetings with follow up actions.	Sept 2021 – June 2022	Mr. Hanson, Mrs. Dailey (admin intern), Leadership team, Title, SPED, ELL, Grade Level Teams	Extended time, after school data analysis, PD (understanding student needs/actions to remediate/extend/accelerate learning) PD around using STAR reports	STAR, SBA, Bridges and Big Ideas assessments, other CBA's.
2)Extended school student intervention support based on targeted math assessments. Acceleration, reteaching, and support for students and families with emphasis on SPED, ELL, Hispanic populations. (Zoom/in-person)	Oct. 2021 – June 2022	Mr. Hanson, Mrs. Dailey (admin intern), Leadership team, Title, SPED, ELL, Grade Level Teams	Additional funding (grant, school district funds)	STAR, SBA, Bridges and Big Ideas assessments, other CBA's.

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)\$5,000 for PD, additional meeting times, building assessment calendar/system

2)\$7,500 for materials, paying additional staff (cert and classified)

SY 2021-22 SMARTIE Goal #3: All students will demonstrate growth in the area of Social Emotional Learning by focusing on identifying feelings, developing empathy, solving problems, relationship skills, social and self-management in the school setting. Student growth will be measured by student surveys, analysis of SWIS data, teacher observation and feedback.

Activities	Timeframe	Lead	Resources	Measures

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.	What is the projected length of time of the activity?	Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?	What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?	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) Develop an SEL Team at Emerson – with monthly meetings. Action steps. Use SEL Team to create action items, support students, families and staff. Revise/update our PATHS/Second Step curriculum map. Set priorities and determine next steps.	Will start this August 2021 with our leadership team and will be ongoing work through 2022 and beyond.	Mr. Hanson, Mrs. Dailey (admin intern), leadership team, Jamie Walton-counselor, Pam Cox para educator, all staff	Extended time, curriculum review, possible materials addition?	Survey data, our district is planning the survey for all staff and students this fall of 2021. Ongoing survey and SWIS data.
2) Create and administer pre/post SEL surveys for all students. Minute Meetings for 5th and 6th grade students.	Oct.	Mr. Hanson, Mrs. Dailey (admin intern), leadership team, Jamie Walton-counselor, Pam Cox para educator, all staff	Extended time,	Survey data, ongoing conversations, meeting notes
3) Curriculum Night: Grade level teams record and post videos along with Zoom Q and A for all families. Family Engagement Night: Open zoom opportunities for EL families to ask teachers questions with Connie interpreting.	Oct. 6	Mr. Hanson, Mrs. Dailey (admin intern), leadership team, all staff Dana Oppelt-Title 1 teacher	Zoom, interpreter	Attendance, post survey
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)\$2,500 for PD, additional hours for time for SEL team to develop an articulated plan for supporting students and staff SEL needs. Using CASEL system.				
2)\$2,500 for PD, additional hours				