

OSPI School Improvement Plan 2023–2024

Building data

School District: Snohomish
Building Name: Central Emerson Elementary
School Code:
Date: June 13, 2023

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and 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. Add more tables or lines as needed.

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Throughout our needs assessment, it was determined that our three focus areas for SMARTIE goals will be reading, math, and social emotional, with a strong focus on creating a sense of belonging. While all Central Emerson K-6 students will benefit from these specific goal areas, we found a discrepancy within our Needs Assessment Data that informed us that our three student groups need continued focus and targeted instruction. Our three student categories are: Multi Language Learners (MLL), students on IEPs, and Hispanic/Latinx students. In the area of reading, Central Emerson students passed the SBA at 49%. However, when breaking down the individual student groups, we found that our MLL students passed at only 10%, IEP students at 23%, and our Hispanic/Latinx students at 37%. In the area of math, Central Emerson passed the SBA at 37%, with our MLL students passing at less than 10%, our students on IEPs passing at 16%, and our Hispanic/Latinx students passing at 21%. Our needs assessment also highlighted progress made by our MLL students on the WIDA test. Out of 69 K-6 MLL students, 19 tested at or above the minimum overall score needed to exit the program! The needs assessment highlighted resource inequities as we reviewed our 22-23 SIP activities. Many of the students that were in our specific student groups were unable to participate in some of the activities (extended day) due to transportation. This will be reconsidered in our 23-24 SIP. According to STAR Assessments, a level 3 or 4 is considered passing. For reading, our specific student categories passed at the following rates: Hispanic/Latinx: 40% of students passed, MLL: 20% of students passed, IEP: 20% of students passed. For Math, Hispanic/Latinx: 29% passed, MLL: 18% passed, IEP: 20% passed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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 2023–2024 SMARTIE Goal #1: All Central Emerson students will show expected or greater growth in reading as measured by SBA, Fountas & Pinnell BAS, and STAR Reading assessments. Students passing the ELA SBA will increase from 49% to 60%. Our three specific student categories will increase by the following: MLL students from <10% to 30%+; IEP students from 23% to 40%; Hispanic/Latinx students from 37% to 50%. In BAS, it is expected for all students to grow according to grade level expectations, with our three specific student groups meeting or exceeding grade level expectation. In STAR, we will increase the number of students reaching standard with a level 3 or 4. Specific student categories will increase by the following: MLL students from 20%- 45%, IEP students from 20%-45% and Hispanic/Latinx students from 40%-65%. Students will be assessed in BAS and STAR Reading at least three times per year: September, January, and May (prior to end of the year reporting). To adequately serve the students in our student categories of MLL, IEP, and Hispanic/Latinx, we will use assessments to inform our instructional decisions, and offer more support and help to those students not making adequate yearly progress.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Before/After School Programs: (STEAM Club) literacy enrichment activities that incorporate the arts, fitness, and technology to motivate student attendance and engagement while impacting literacy skill development.</p> <p>3 student categories: MLL, IEP, and Hispanic/Latinx</p>	<p>STAR Reading (min. 3X year), BAS (3x year), SBA, student survey feedback, teacher observation, attendance.</p>	<p>Before or after school, Monday-Friday. Students will be invited based on need within the 3 student categories.</p> <p>Benchmark data will be reviewed 3x year using BAS and STAR.</p>	<p>Student Intervention Team and Leadership Team Members. Grade Level Teams will have opportunities to provide ideas and plans/lead instruction.</p> <p>Admin will support in planning and implementation.</p>	<p>Materials, Extended Time, Transportation</p>
<p>Professional Learning Communities (PLCs): Through the use of monthly meetings, educators will analyze student reading data to review Tier 1 strategies and develop/implement Tier 2 strategies. Scheduled walkthroughs will allow staff to model and observe best practices.</p>	<p>Agendas, staff feedback, student data, trainings with consultants.</p>	<p>Monthly meetings, September-May. Mid-year survey to staff to assess PLC efficacy.</p>	<p>Grade level team members, MLL, Title, Special Education staff,</p> <p>Admin will support in planning and implementation.</p>	<p>Extended Time- substitutes</p>

<p>Tutoring by an Interventionist/Specialist: Highly trained literacy interventionists/specialists provide quality literacy instruction that support students who have not yet met ELA Standards. Instruction is provided to students identified as “at risk” during a designated intervention block. UFLI Foundations, will be used as a systematic phonics program for students demonstrating a need. Training on UFLI will be provided to staff via our reading specialist.</p>	<p>STAR Reading (min. 3X year), BAS (3x year), SBA, foundational skills assessments, student survey feedback, teacher observation, attendance.</p>	<p>Each grade level will receive 30 minutes of intervention within the school day, with reading specialists and classroom teachers supporting students demonstrating the greatest need.</p> <p>Mon-Thurs., October-June.</p> <p>Benchmark data will be reviewed 3x year using BAS and STAR, classroom based assessments and foundational skills assessments given as appropriate.</p>	<p>Grade level team members, MLL, Title, Special Education staff, Admin will support in planning and implementation.</p>	<p>Curriculum- UFLI Foundations Substitutes for Professional Development</p>
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<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>
<p>1. Before/After School Programs- supplies, materials, staffing – \$2,500</p>
<p>2. Substitutes for PLC walk throughs and UFLI professional development- \$2,000</p>
<p>3. Curriculum- UFLI manuals- \$2,000</p>

SY 2023–2024 SMARTIE Goal #2: *All Central Emerson students will show expected or greater growth in math as measured by SBA and STAR Math assessments. Students passing the Math SBA will increase from 37% to 60%. Our three specific student categories will increase by the following: MLL students from <10% to 30%+; IEP students from 16% to 35%; Hispanic/Latinx students from 22% to 50%. In STAR, we will increase the number of students reaching standard, with a level 3 or 4. Specific student categories will increase by the following: MLL students from 18%- 45%, IEP students from 20%-45% and Hispanic/Latinx students from 29%-50% Students will be assessed in STAR Math at least three times per year: September, January, and May (prior to end of the year reporting). To adequately serve the students in our student categories of MLL, IEP, and Hispanic/Latinx, we will use assessments to inform our instructional decisions, and offer more support and help to those students not making adequate yearly progress.*

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

<p>Before/After School Programs: (STEAM Club) math enrichment activities that incorporate the arts, fitness, and technology (Dreambox Math) to motivate student attendance and engagement while impacting math skill development.</p> <p>3 student categories: MLL, IEP, and Hispanic/Latinx</p>	<p>STAR Math (min. 3X year), SBA, student survey feedback, teacher observation, attendance.</p>	<p>Before or after school, Monday-Friday. Students will be invited based on need within the 3 student categories.</p> <p>Benchmark data will be reviewed 3x year using STAR.</p> <p>Dreambox Math reports and usage</p>	<p>Student Intervention Team and Leadership Team Members. Grade Level Teams will have opportunities to provide ideas and plans/lead instruction.</p> <p>Admin will support in planning and implementation.</p>	<p>Materials, Extended Time, Transportation</p> <p>Curriculum/resources: Dreambox Math subscription</p>
<p>Professional Learning Communities (PLCs): Through the use of monthly meetings, educators will analyze student math data to review Tier 1 strategies and develop/implement Tier 2 strategies. Scheduled walkthroughs will allow staff to model and observe best practices.</p>	<p>Agendas, staff feedback, student data, trainings with consultants.</p>	<p>monthly meetings, September-May. Mid-year survey to staff to assess PLC efficacy.</p>	<p>Grade level team members, MLL, Title, Special Education staff,</p> <p>Admin will support in planning and implementation.</p>	<p>Extended Time- substitutes</p>

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>
<p>1. Before/After School Programs- supplies, staffing – \$2,000</p>
<p>2. Curriculum- Dreambox Math- \$11,000</p>
<p>3. PLCs- Extended Time, substitute for walk throughs- \$1,500</p>

SY 2023–2024 SMARTIE Goal #3: All Central Emerson students will increase their overall sense of belonging within our school community. Increasing from 52% of students school wide identifying as belonging, (IEP:31%, MLL:35% and Hispanic/Latinx:43%) to 80% or greater of students identifying as belonging to our school community (IEP: 60%, MLL: 70%, Hispanic/Latinx:80%). Student growth will be measured by student surveys, Panorama data, and analysis of SWIS data.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Behavior Support and Monitoring Practices.</p> <p>Implementation of building wide Behavior support and monitoring practices will include all staff using specific strategies to reinforce positive behaviors and reduce problem behaviors in the classroom while monitoring how students respond, and make adjustments to support students in meeting behavioral expectations or student performance goals.</p> <p>Using our MTSS model, we will proactively use data to understand the function of student behaviors so as to select the most appropriate and effective approach.</p>	<p>Short term data: Reduction in student misbehaviors in class and building as viewed by SWIS data, increases in attendance</p> <p>Long Term goals: Increases on student scores around sense of belonging on Panorama Survey (3x year)</p>	<p>September-June</p> <p>Progress will be monitored at PLC meetings, leadership meetings, student discipline review meetings, and Panorama survey results</p>	<p>Building Leadership Team, Student Intervention Team, PLCs, admin, student leadership (6th grade). Behavior support Para educator (Pam)</p>	<p>Materials for Launching PBIS</p>
<p>Mentoring -</p> <p>Mentoring is defined as a relationship in which an experienced person (mentor) assists another, less-experienced person (mentee) in developing specific skills and knowledge that will enhance the mentee's growth.</p> <p>Students in our specific student categories will benefit from this activity</p>	<p>Short term data- student report, teacher observations</p> <p>Long Term data- student academic scores, panorama data</p>	<p>October-May</p>	<p>Alice, Jamie, Pam/other para</p>	<p>Extended Time- para educator to plan/organize</p>
<p>Trauma informed Approaches-</p> <p>Trauma-informed approaches refers to emerging promising practices designed to provide educators with relational skills and strategies that keep students impacted from trauma engaged in learning. The purpose of trauma-informed training is to support educators in recognizing</p>	<p>Short term data- student report, teacher observations</p> <p>Long Term data- student academic scores, panorama data</p>	<p>Fall and Winter</p>	<p>Building Leadership Team</p> <p>Sam and Alice, Jamie, Crystal</p>	<p>Professional Development, materials (book study)</p>

trauma, responding to students' individual needs, and cultivating a healthy school climate through improved student-educator relationships. Educators can foster resilience in impacted students by employing compassionate approaches and responses that support student engagement, social-emotional learning, and healthy adolescent development.				
<p>Family Engagement</p> <p>Two-way communication with families is vital to promote collaboration between students' home and school settings and provides the direct benefit of increased student achievement. Work towards developing and sustaining meaningful, culturally responsive school and family partnerships. Focusing on connecting with the families from our 3 specific student groups: Hispanic/Latinx, MLL, IEP.</p>	<p>Short term data- student report, teacher observations, participation in evening and school events</p> <p>Long Term data- student academic scores, panorama data</p>	<p>September-June.</p> <p>Monthly check ins with families</p>	<p>Para educator who accepts the position, Admin, Building Leadership Team, MLL teacher, IEP teacher.</p>	<p>Extended Time</p>
<p>Recess Behavior Support and Monitoring Practices</p> <p>Work with recess staff and classroom teachers to plan, teach, and monitor recess behaviors and expectations. As evident in many of our student surveys from our 22-23 SIP, it was determined that recess has often been an area identified for students experiencing challenges.</p>	<p>Student discipline referrals, SWIS data, Panorama survey data, teacher reports</p>	<p>November-June</p> <p>Panorama data from Fall-Spring</p>	<p>Building Leadership Team, Jamie, recess staff</p>	<p>Playworks- online resources and in person training</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Behavior support and monitoring practices resources: \$1,500
2. Mentoring: Extended Time- Salaries- \$500
3. Trauma-Informed Approaches- PD, materials - \$1,000
4. Family Engagement Support- salaries- \$1,000
5. Recess Behavior Supports: \$2,000