



Section 1: Building Data

1a. Building: Finley Elementary School	1g. Grade Span: P-5 School Type: Schoolwide Title 1
1b. Principal: Pam Kinne	1h. Building Enrollment: 374
1c. District: Finley Elementary School	1i. F/R Percentage: 82.9%
1d. Board Approval Date: Pending	1j. Special Education Percentage: 13.1%
1e. Plan Date: August 2022-July 2023	1k. English Learner Percentage: 30.7%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier 2 with 3 or more targeted supports: English language learners, students with disabilities, and students in poverty	

Section 2: School Leadership Team Members

Mickey Middleton & Abigail Grisham /KG Cari Greer & Elizabeth Jansen /Grade 1 Nicole Strong & Beth Kirk /Grade 2 Carah Barr & Ashley Bowen/Grade 3 Leslie Parker, Teacher/Grade 4	Mike Bold, Teacher/Grade 5 Athena Pelly, Teacher/Library Stephanie Bradshaw, Teacher/Title, LAP, Hi-Cap Janae Bell, Teacher/ELD Pam Kinne, Principal
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Section 3: Vision Statement

Section 4: Culture of Equity Description/Statement

Finley School District provides a safe, positive, learning environment that empowers the whole student to use his or her natural and learned talents to become a productive, responsible member of both the community and world.

Section 5: NEEDS ASSESSMENT SUMMARY

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Upon studying our progress and analyzing our data, the data confirms that many of our students, particularly those living in poverty, lack the basic components of reading and math.

Additional challenges that are noted:

- Growing number of students identified as in need of special education
- Growing number of English language learners
- Engaging families in the learning of their children
- High poverty rate
- Transition between grade levels (vertical planning)
- 82.9% free and reduced lunch
- Trauma/Social emotional and behavior concerns
- Integration of STEM and Make Your Day into a well- rounded educational experience
- Professional development opportunities to address areas of concern
- The percent of students in each grade level who were proficient on the SBA are as follows:
 - 3rd Grade: Math 25.8% and ELA 26.2%
 - 4th Grade: Math 14.5% and ELA 32.8%
 - 5th Grade: Math 14.9.% and ELA 36.5%

Using DIBELS data for kindergarten and 1st grade and MAP for 2nd -4th Grade, the percent of students who are performing at grade levels are as follows:

- Kindergarten: 56 students; ELA 79%
- 1st Grade: 48 students; ELA 48%

- 2nd Grade: 58 students; ELA 45%
- 3rd Grade: 53 students; ELA 36%
- 4th Grade: 65 students; ELA 15%

Additional Strengths that are noted:

- Teachers are dedicated to meeting the needs of all of our students, specifically those of poverty
- Implementation of Make Your Day
- PLC collaboration
- Nat Geo implementation
- STEM focus

A variety of data were analyzed to determine how we could best support the needs of our students. The data analyzed included SBA, ESSA, MAP, ELPA 21, and DIBELS Next data. We also analyzed data gathered from professional development, family engagement, and program surveys. Data carousels, data statements, and the Needs Assessment led to the determination of strengths, areas to grow, and discussions of best practices. The team analyzed data on demographics, attendance, and class size. Whole-staff PLC meetings allowed for inclusion of all certificated staff members. Staff recommendations were incorporated into the development of our goals and action plan. We renewed our contract with the instructional coach that has worked with our building for the last three years. The admin team reviewed information on the accountability system as well as each building's targeted areas.

Finley Elementary School's identified targeted areas included students with disabilities, ELL students, and students in poverty. The elementary staff will meet several times throughout the school year to review comprehensive data, monitor the plan, and adjust the plan as needed. A BCC Leadership Team was created, and the team adheres to the following non-negotiable items:

- Stay committed
- Hold each other accountable
- A *detailed* pathway to goal attainment was created and published. Increased stakeholder participation in the plan creation and implementation was made a priority. This includes 100 percent staff participation as well as parent/community participation.

2. What are possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.
 - High Poverty, students experiencing trauma and ACES, increasing numbers of English language learners and students with disabilities
3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)
 - a. What strengths do they possess?
 - Kind, friendly, appreciative

- b. What challenges do they face?
 - Poverty, barriers to basic needs, instability and stress in the home, parents who are struggling to pay bills and meet basic needs
- c. What are some important relationships in their life?
 - Positive relationships with adults at school, peers, family

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Finley School District provides a safe, positive, learning environment that empowers the whole student to use his or her natural and learned talents to become a productive, responsible member of both the community and world.

We have a positive building culture and a very safe and positive learning environment. Make Your Day empowers students to become productive and responsible members of both the community and the world. Teachers are dedicated to meeting the needs of all students, specifically those of poverty. Our implementation of Make Your Day is consistent and schoolwide. We have PLC collaboration every Wednesday. We implement Nat Geo with fidelity. We have a strong schoolwide STEM focus.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?
 - Professional Learning Communities
 - Instructional strategies (English language development, GLAD, and differentiation)
3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
 - GLAD Tier I certifications and GLAD R &Rs – staff feedback via surveys

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Systems in place to support comprehensive plan:

- Finley School District is in the sixth year of an ELA adoption (Nat Geo and Lucy Calkins).
- Finley School District adopted our math curriculum several years ago (Engage NY and Georgia Math). Grades 6-12 just adopted a new math curriculum.
- Finley Elementary utilizes the Make Your Day behavior program.
- Our Building Advisory Committee consists of elected staff members as outlined in the contract.
- Professional Learning Community time each Wednesday afternoon.
- Finley Elementary is utilizing Chromebook carts to increase student engagement via the use of technology.
- Building data meetings (100 percent and 20 percent) are held.
- Regularly scheduled Child Study Team meetings are held.
- An instructional coach to work with teachers and teams on unit plans, teaching strategies and assessments is utilized.
- Professional development for all grade level teams to learn and to implement ELL strategies for ELL students is provided.
- Monthly evening family engagement events are held to involve parents.
- Voice: Currently we have a PTG, but Covid has impacted our meetings and events.
- Voice: Currently we have strong fidelity with Make Your Day, and this incorporates a high degree of student voice.
- Equity: We have a targeted effort to increase staffing to mirror population - hiring practices - bilingual preferred on applications.
- Equity: We have increased our library book options to include a variety of texts in both Spanish and English.
- Situational Appropriateness: We utilize Character Talks - kindness, responding appropriately (we have a different focus every month). Also, we utilize Make Your Day: What does respect look like at home, school, etc.
- Data for Equity: Names were left off of grade level reports. Grade level teams analyzed data minus the names.

Strengthen:

Plan

- Strengthen the use of PLCs within Grade Levels
- Provide English Language Learner professional development for all teachers
- Plan regular intervals for review of assessment data
- Implement and utilize programs to recognize and respond to struggling students' social, emotional and academic needs
- Strengthen parent and student voice via a better cross-section and representation of parent involvement.

Do

- Schedule regular grade level meetings to review student progress, unit plans and next steps.
- Utilize IREADY, Nat Geo, and Engage NY unit data to provide interventions and groupings for all students.
- Provide Professional Development for teachers to plan and implement strategies for ELL students
- Implement English Language Learners language development allotted time at each grade level.
- Review Make My Day data to identify students in need of interventions
- Look to implement monthly parent connection meetings with our ELL parents (Janae).

- Coordinate with Communities in Schools to increase family engagement, community partnerships, and voice.

Study

- The Building Advisory Committee, the Child Study Team as well as Grade Level PLCs to review assessment data to determine next steps.

Adjust

- The regular examination of data from unit assessments to standardized assessments will provide specific information for the correct adjustments to cause learning to improve for students.
- Minutes from Grade Level PLCs will provide specific data to the oversight committees to monitor the student learning and to ensure appropriate adjustments are being made.

Activities to Ensure Mastery:

- The ELL specialist will work with grade level teams to plan language development lessons that are grade level appropriate as well as language development appropriate.
- The Grade level PLCs will plan Reading and Math units that are at grade level as well as providing interventions for closing learning gaps for underachieving students. These will be regularly monitored.
- Grade Level PLCs will review and plan teaching strategies that ensure scaffolding for students at all levels of learning.
- All staff will practice Close Reading Strategies for all content areas.
- Continuing to use Make My Day strategies will help students practice appropriate responses to disruptive situations
- Analysis of Make My Day data will encourage interventions at earlier times
- Monitoring of Reading and Math units' data will aid teachers in utilizing strategies that are successful. In addition, this will aid in earlier interventions to ensure students do not fall behind or go unserved.
- Evaluate early learning programs and supplemental instructional material options
- Evaluate early learning and special education supplemental instructional materials
- Finley Elementary staff will continue to have professional development in ELL strategies. This will be provided by Dr. Jennifer Cowgill from ESD 123.
- All staff will practice Close Reading Strategies for all content areas. We determined areas of strengths and improvement by asking the following:
 - How do our needs assessment integrate current school year quantitative and qualitative data? How do our needs assessment give an accurate and thorough view of the entire school?
 - What subjects, grade levels, and programs are the strongest and weakest?
 - How does the school focus on the academic progress of the ELL students?
 - To what extent are there discipline issues with the students and/or staff?
 - What is the level of family and community support at the school?

We identified any areas of concern from the following within our needs assessment:

- Family Engagement

- Transitions Between Grades and/or Schools including early learning and special education
- Technology
- Professional Development
- Tiered Models of Instruction
- Behavior and Discipline
- Well-Rounded Education

2. How did your school identify these areas of strengths and improvement?

Data Carousel

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

Century 21, Communities in Schools, Comprehensive Healthcare

4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Our monthly family engagement evening events are a strength for our students in the LAP reading program.

We hope to strengthen our family engagement events with our students in the bilingual program with a consistent parent education focus that has a similar format to our Title/LAP family engagement events.

Section 6: PLAN/NEEDS ASSESSMENT

- Washington School Improvement Framework
- Smarter Balanced Assessment/Interim Assessment Blocks
- Universal Screening
- Progress Monitoring Data
- Curriculum Based Assessments

WIDA
 Special Education Placement Data (LRE)
 iREADY
 Attendance reports

Section 7: SCHOOLWIDE REFORM STRATEGIES)

Goal/Priority #1 (G1)	1. For ELA, our students will meet their typical growth goals on iReady reading from Fall to Spring.
Goal/Priority #2 (G2)	2. For Math, our students will meet their typical growth goals on iReady math from Fall to Spring.
Goal/Priority #3 (G3)	3. For ELA, students will meet their iReady reading stretch growth goals from Fall to Spring.
Goal/Priority #4 (G4)	4. For Math, students will meet their iReady math stretch growth goals from Fall to Spring.
Goal/Priority #5 (G5)	ELD/Writing (Placeholder) or an SEL goal

Section 8: ACTIVITIES TO ENSURE MASTERY

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
GOAL 1: For ELA, our students will meet their typical growth goals on iReady reading from Fall to Spring.	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
Identify grade level ELA SBA specific and academic vocabulary grade K-5 and include these in the Unit Plans of Nat Geo.	Ongoing	Grade level teams	Holly Breidenbach, Common Core Companion book
Grade teams will work with the ELD team to create units for designated ELD instruction to support curricular areas.	Monthly	ELD teacher, Identified Grade level Liaison/Grade team	
Classroom teachers (3-5) will, prior to spring testing, administer 2 interim ELA tests. Teachers will use the results (i.e., 5 worst) to inform classroom instruction. <ul style="list-style-type: none"> Be strategic about which interim tests are given using the CCSS roadmap and classroom and state testing results. Determine some “done by” dates for interim testing. Interim results needed for SIP documentation with OSPI/All teaching staff will do an ELA practice test New staff to 3rd-5th grade test. 	Fall/Winter	Grade level teams Principal	Teachers familiar with pulling interim data will assist other teachers. Work will begin during common plan time and continue during PLC time that day. Utilize RTI time & Title/LAP staff interim testing

Updated 10-25-22

Grade level teams will determine the end of unit learning standards, scoring criteria, common pre/post summative assessment and at least 3 common formative assessments to measure growth. This information will be captured on the MTSS ELA form.	Monthly	Principal, Grade level teams	MTSS form shared with Principal and Grade Team
Utilize the ESD ELL coordinator to strengthen classroom core instruction and address areas of concern for ELL students.	Monthly	Jennifer Cowgill, ELD teacher	OSSI funds
Family Literacy Nights	Monthly	Title/LAP teacher	Interpreter, extra pay, light refreshments, materials
Literacy or MTSS Conference	Spring	Participants	Registration, sub time, hotel, travel fees,
Students will learn technology skills while strengthening ELA skills on a weekly basis in "Library"	September	Athena Pelly	Chromebooks
Professional Development via PD and/or book study.	Monthly	Stephanie	OSSI funds
Evaluate early learning and special education materials		Sped and Special Programs Director	Purchase early learning supplemental materials to enhance pre-literacy skills for future success
GOAL 2. For Math, our students will meet their typical growth goals on iReady math from Fall to Spring.	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
Number Talks -implemented in classrooms at least 3 times a week.	January 2023 and moving forward	Math teachers K-5 Rachel Merkley - trainer	MEC Trainers
Math Instructional Coaching with Mike Esping and Becki Neher	Sept. - June	ESD 123 Mike Esping & Becki Neher	OSSI funds
Identify and intentionally teach grade level math SBA specific and academic vocabulary grade K-5.	Ongoing	Grade levels	Teachers/BEA

Updated 10-25-22

Continue administering the pre/post unit tests using the pre-test results to guide instruction. On the pre-test, have students circle/underline/highlight vocabulary words they don't know. Words become part of a "Word Chart" on the wall. <ul style="list-style-type: none"> Enter pre/post scores in the Google Form (optional.) Create a list of words that will be included in the math binder to be a reference for "difficult words" for upcoming years <u>and</u> shared with the grade level team. Visual access to difficult words accessible to students.. 	Quarterly	Math teachers	Google sheets
Grade level teams will determine the end of unit learning standards, scoring criteria, common pre/post summative assessment and at least 3 common formative assessments to measure growth. This information will be captured on the MTSS ELA form.	Monthly	Principal, Grade level teams	MTSS form shared with Principal and Grade team
Administer the 3–5-unit appropriate SBA interim (pre/post) <ul style="list-style-type: none"> Be strategic about which interim tests are given using the CCSS roadmap and classroom and state testing results. Determine some "done by" dates for interim testing. <i>Interim results needed for SIP documentation with OSPI</i> 	2 X per year (Fall and Winter)	3-5 grade level teachers	
Grade teams will work with the ELD team to create units for designated ELD instruction to support curricular areas.	Monthly	ELD teacher, Identified Grade level Liaison/Grade team	Monthly
Professional Development via PD and/or book study.		Principal/BCC team	OSSI funds
Evaluate early learning materials and special education materials			Purchase early learning supplemental materials to enhance pre-literacy skills for future success
GOAL 3: For ELA, students will meet their iReady reading stretch growth goals from Fall to Spring.	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
Analyze grade level data in the beginning, middle and end of year at grade level 100% meetings	Fall, Winter, Spring	Title/LAP teacher and grade level teachers	

Updated 10-25-22

Have 20% meetings held at least twice between the 3 benchmark testing sessions.	2 X per year	Title/LAP, Gr, level, ELL & Sped teachers, Principal & instruc. coach.	
Have a meeting with Title/LAP, Principal and District staff to share data.	2 X per year	Title/LAP teacher, Principal, Program Director, Superintendent	
Continue RTI K-5 with the current curriculum: Nat Geo Phonics Foundation, Read Well , Corrective Reading, Soliday system, Ladders, iReady, and CIA.	Ongoing	Title/LAP teacher	
Recognize students that are making expected growth gains.	2 X per year (Winter and Spring)	Title/LAP teacher, grade level teachers, Principal	
Familiarize staff with WIDA Do once before testing and once after if the schedule allows upon results coming back in (or beginning of the following year if schedule doesn't allow Spring).	Winter	ELD teacher	WIDA Materials
ELL students will regularly practice WIDA computer test format Continue in all grades K-5. (Ask Janae how this worked in K/1.	Ongoing	ELD teacher	Chromebook
Look at the amount of LAP qualified ELL students and come up with a plan to address needs (KG-1 Focused).Continued work with Jennifer Cowgill and ELD teacher	September	Janae Bell Stephanie Bradshaw Janae	
Send teachers to Initial GLAD training FSD GLAD/ trainers	Summer	Untrained staff	6 Sub Days for participants and 3 trainers
Send teachers to WABE (Washington Assoc. of Bilingual Ed.)	Annual WABE	WABE: Greer, Pelly, Bowman, Kinne, Leslie Parker	Sub days, registration, travel
6 GLAD mini lessons taught by FSD GLAD trainers during Wednesday PLC	6 X per year	GLAD Mini Lessons: FSD GLAD Trainers & Whole Staff	GLAD Trainers
4. For Math, students will meet their iReady math stretch growth goals from Fall to Spring.	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources

Updated 10-25-22

5. Increase resiliency levels in staff and students and decrease bullying concerns as measured by pre/post survey data. Increase trauma informed methods/mindfulness with all staff.	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
Personal Matrix with teachers and students: Be Safe, Be Respectful, Be Responsible with friends, at home, at school. To be completed by the end of the 3 rd week of school as a class and each class teacher will share their poster at PLC gallery walk.	Complete by third week of school	Classroom teachers & Principal of school	
Communities in Schools Contract	Sept. to June		
Reset Families Parent Sessions	Jan. - June		
Continue Growth Mindset lesson	Monthly	All Classroom teachers	Title/LAP teacher, trainer
Monthly school-wide GLAD Social Skills lesson which will also be the focus for team points. Part of morning announcements and Big 3 tickets.	Monthly	All classroom teachers	Create a picture file resource on shared drive
Character education curriculum for school wide implementation	Delivered during "Breakfast After the Bell"	All teachers	Purchase Character Strong
Use the MYD sentence frame for points: I earned (<u>points</u>) for (<u>following an expectation</u>). However, I _____ I am going to practice (<u>positive behavior</u>). <i>Example: I earned 42 points for completing my reading assignment. However, I kept talking to my friend instead of</i>		All classroom teachers/point teachers	Posters will be made between classroom teachers and hung up

Updated 10-25-22

<i>listening to my teacher. ("However," states the behavior needing to change, not "the consequence"). I am going to practice staying focused on my work.</i>			
MYD expectations are taught, modeled, and practiced in BOY and each trimester and after each long holiday break.	Semester	All staff	Make Your Day training program with current staff
Research funding to get a full-time counselor for SEL	Ongoing	Building Principal	
"One School One Book" Athena, will research possible book titles	Annually	SIP team, Athena PTG- movie night	One School One Book
Evaluate early learning supplemental instructional materials			

8e. Budget Table

Expenditure	Funding Source	Funding Amount
OSSI Allocation: \$27,000		
Coach	OSSI	\$1250/day x 9 days
Subs for ESD math coach	OSSI	9 days x \$150 + benefits
BCC School Improvement Planning & Book Study - <i>Leading Impact Teams</i>	OSSI	\$4739
Instructional Technology: Chromebooks	OSSI	\$7976
One School One Book	OSSI	\$405
Title 1 Allocation: 204,110		
Professional Development		\$15,000

Updated 10-25-22

Math Instructional Coaching with Mike Esping	Title 1	\$5,500
Communities in Schools	Title 1	\$60,000
Reset Families	Title 1	\$5000
Staffing - Teacher (.4 FTE) & 2 Paras - salaries and benefits	Title 1	\$116,000
Sick Leave Substitutes	Title 1	\$2610
Highly Capable Allocation: 5000		
Professional Development	Highly Capable	\$5000
District LAP Allocation: 171,016.411		
Staffing -Teacher (.6 FTE) & 2 Paras salaries and benefits	District LAP	\$137,406.411
Professional Development	District LAP	\$2000
IREADY Toolkit Supplemental Materials	District LAP	\$5000
Windsor (Sunday) Orton Gillingham	District LAP	\$17,000
LAP Intervention Materials	District LAP	\$9000
Family Literacy Night	District LAP	\$3000
Lending Library	District LAP	\$1500

Updated 10-25-22

Family Engagement	District LAP	\$2000
Supplies	District LAP	\$1000
Copies	District LAP	\$500
Professional Development	District LAP	\$2000
Sick Leave Substitutes	District LAP	\$2610
High Poverty LAP: \$101,688		
3 Paraprofessionals	Poverty LAP	\$80,986
Instructional Coach - Holly B.	Poverty LAP	\$4050
Sick Leave for Paras	Poverty LAP	\$1890

Section 8f. Program	Amount Available	Intent of the funds
OSSI	\$27,000	Professional Development (Instructional Coach), Instructional Technology
High Poverty Learning Assistance Program	\$109,000	Adult small group tutoring during the school day (paraprofessionals), professional development, professional learning communities
District LAP	\$171,016.411	Teaching salaries, benefits, and supplies for small group tutoring, professional development
Title 1	\$204,110	Small group tutoring during the school day, professional development
Highly Capable	\$10,4000	Professional development, planning and implementing program
Total	\$464,400	Support SIP goal attainment

Updated 10-25-22

Section 9a: ACTIVITIES TO ENSURE MASTERY *n.*

Study - September - December

1. Administer fall ELA & math iReady assessments, analyze data, PLCs determine next steps
Our iReady data for Fall testing is as follows (number of students):

ELA	Math
Tier 1 59	Tier 1 11
Tier 2 129	Tier 2 144
Tier 3 109	Tier 3 138
2. Administer bullying and resiliency survey, analyze data, PLCs determine next steps
A survey was not administered for students or staff in the fall.

Section 9b: ACTIVITIES TO ENSURE MASTERY

Study- January - March

1. Administer winter ELA & Math iReady assessments, analyze data, PLCs determine next steps
Our iReady data for Winter testing is as follows (Number of students):

ELA	Math
Tier 1 110	Tier 1 46
Tier 2 132	Tier 2 167
Tier 3 64	Tier 3 80
2. Temperature checks on how bullying/resilience/trauma informed practice capacity building is progressing
As of data collected by our Step 4 slips, there was not any bullying behavior addressed with students as defined in our student handbook.

Section 10: ACTIVITIES TO ENSURE MASTERY

Adjust - April - June

1. Administer winter ELA & Math iReady assessments, analyze data, PLCs determine next steps
Our iReady data for Spring testing is as follows (number of students):

ELA	Math
Tier 1 155	Tier 1 192
Tier 2 97	Tier 2 147
Tier 3 50	Tier 3 50
2. Post Survey- Bullying and Resilience – Compare pre and post results
Staff did a Make Your Day reflection survey at the end of the year which will be used for training in the beginning of the 22-23 school year.

End-of-Year School Improvement Plan Review for SY 2021-2022

Updated 10-25-22

Please revisit and restate (SY 21-22) Goals, Activities, Measures and Results/Progress described in your SIP (Sections 7-10) and provide an end-of-year assessment of your work so far.

High-Priority Goal #1: Increase ELA performance - Our students will be reading at grade level as measured by i-Ready and classroom-based-assessments.

Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).																								
<p>Many grade levels put in place Individualized learning that is part of i-Ready. This work was done in math and ELA to help close learning gaps.</p>	<p>Looked at benchmark i-Ready scores, DIBELS scores and common formative assessments (math and ELA).</p>	<p>As a building, we went from (number of students)</p> <table border="0" style="margin-left: 40px;"> <tr> <td></td> <td style="text-align: center;">ELA</td> <td></td> <td style="text-align: center;">Math</td> </tr> <tr> <td>Fall</td> <td style="text-align: center;">Tier 1 59</td> <td></td> <td style="text-align: center;">Tier 1 11</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">Tier 1 155</td> <td></td> <td style="text-align: center;">Tier 1 192</td> </tr> <tr> <td></td> <td colspan="3">With Tier 1 being at or above grade level.</td> </tr> <tr> <td></td> <td style="text-align: center;">Tier 2 129</td> <td></td> <td style="text-align: center;">97</td> </tr> <tr> <td></td> <td style="text-align: center;">Tier 3 109</td> <td></td> <td style="text-align: center;">50</td> </tr> </table>		ELA		Math	Fall	Tier 1 59		Tier 1 11	Spring	Tier 1 155		Tier 1 192		With Tier 1 being at or above grade level.				Tier 2 129		97		Tier 3 109		50
	ELA		Math																							
Fall	Tier 1 59		Tier 1 11																							
Spring	Tier 1 155		Tier 1 192																							
	With Tier 1 being at or above grade level.																									
	Tier 2 129		97																							
	Tier 3 109		50																							
<p>Title/LAP teacher coordinated 100% and 20% meetings with grade levels to look at ELA data.</p>	<ol style="list-style-type: none"> 1) Fidelity to meetings 2) Tracking of data 	<ol style="list-style-type: none"> 1) Meetings with agendas were completed 2) Data was tracked 3) Tracked data is being utilized/rolled over to the 22-23 school year 																								
<p>We began MTSS this year looking at formative data to inform instruction.</p>	<p>Joined MTSS ESD Cohort</p>	<p>Formed FES MTSS Leadership Team: Stephanie Bradshaw, Sonya Bell, Pam Kinne, Leslie Parker, Kimberly Britton, Daniel Aguilara</p>																								

High-Priority Goal #2 - Increase math performance Students will be at grade level in math as measured by i-Ready and classroom based assessments

Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).
<p>Students gr 1-5 used personalized learning with the i-Ready program in math.</p>	<p>Looked at benchmark i-Ready scores and common assessments.</p>	<p>Math (number of students) at Tier 1 (at/above level) in the Spring. Fall – 11</p>

Updated 10-25-22

		Spring - 92															
Teachers used common formative assessments to inform future teaching.	Principal PLC check ins TPEP	6 out of 6 grade level teams used common formative assessments to inform future teaching.															
MTSS para-eds working in small groups and 1-1 with students showing need based on assessments.	Master Schedule PLC input and feedback	Master schedule feedback received															
High-Priority Goal #3: Students below grade level in math and ELA, as measured in the fall, will make more than one year's growth as measured by i-Ready in the spring.																	
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).															
Many grade levels put in place Individualized learning that is part of i-Ready. This work was done in math and ELA to help close learning gaps.	Looked at benchmark i-Ready scores, DIBELS scores and common formative assessments (math and ELA).	<p>Math (number of students) number decreasing for Tier 2 & 3 from Fall to Spring.</p> <table style="margin-left: 40px;"> <tr> <td></td> <td style="text-align: center;">Fall</td> <td style="text-align: center;">Spring</td> </tr> <tr> <td>Tier 2</td> <td style="text-align: center;">144</td> <td style="text-align: center;">147</td> </tr> <tr> <td>Tier 3</td> <td style="text-align: center;">138</td> <td style="text-align: center;">50</td> </tr> </table> <p>-----</p> <p>ELA (number of students) number decreasing for Tier 2 and 4 from Fall to Spring.</p> <table style="margin-left: 40px;"> <tr> <td>Tier 2</td> <td style="text-align: center;">129</td> <td style="text-align: center;">97</td> </tr> <tr> <td>Tier 3</td> <td style="text-align: center;">109</td> <td style="text-align: center;">50</td> </tr> </table>		Fall	Spring	Tier 2	144	147	Tier 3	138	50	Tier 2	129	97	Tier 3	109	50
	Fall	Spring															
Tier 2	144	147															
Tier 3	138	50															
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Tier 3	109	50															
Title/LAP teacher coordinated 100% and 20% meetings with grade levels to look at ELA data.	Fidelity to meetings Tracking of data	Meetings with agendas were completed Data was tracked Tracked data is being utilized/rolled over to the 22-23 school year															
High-Priority Goal 4: Students will have the ability to regulate emotions, thoughts, and behaviors. Students will have the ability to motivate themselves, persevere, and see themselves as capable.																	
Activities: List high-leverage activities implemented or tested related to achieving the stated high-priority goal.	Measures: Please list the types of measures you used to improve and progress towards achieving your high-priority goal.	Results/Progress: Please describe your results and progress so far (upload relevant documents to your school SharePoint folder).															

Updated 10-25-22

Communities in Schools implementation
Growth mindset lessons
Reset Families
Adopt SEL curriculum

PLC/Focus Group feedback
PLC/Focus Group feedback
Parent feedback forms
Checklist

Overwhelmingly positive feedback with CIS
Feedback positive for whole-school lessons
Positive feedback from parents - continue
Adopted Character Strong for 22-23

End-of-Year School Improvement Plan Review for SY 2021-2022

Please assess strengths and challenges implementing activities for SY 2022-2023 as described in Section 11 above and identify potential adjustments and modifications along with additional sources of data for SY 2022-2023.

What were some strengths of the activities for at least one high-priority goal implemented this year?

What challenges did you encounter this year with implementing activities for at least one high-priority goal?

What adjustments and modifications need to be made towards at least one high-priority goal and its related activities for the upcoming academic year ?

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