

# Grapeview School District

*2021-2022 School Improvement Plan*



**Grapeview Learning Leadership Team**

11/1/21

# ACADEMIC ACHIEVEMENT

## Introduction

For the past three years the school district and its teachers have had an intense focus on student growth, academically, socially, and emotionally. The interruption of the traditional school model in March of 2020 hampered the efforts of the district in implementing a School Improvement Plan in 2020-2021, or even collecting the appropriate data for the 2019-20 SIP. Instead, the district and its stakeholders focused on maintaining a learning environment through a digital world, then partial in person instruction, which had to fit into the protocols set forth for the safety and security of all students and staff. With a return to full time in person instruction for the 2021-2022 school year in addition to the protocols that make it possible for staff to provide the quality instruction and learning activities our students need and deserve, the district will return to its work in targeting student growth. The 2021-2022 School Improvement Plan will also include facets of the Student Recovery Plan that was submitted to the OSPI in May of 2021, and is attached to this document.

## Hypothesis

Without SBA assessments and corresponding data in the past two years, the focus for data collection and interpretation needed to be adjusted to a standard that has been used throughout the district on a consistent basis. We hypothesize that it makes more sense to utilize the Renaissance Place suite tests for two reasons. One, these tests are consistently given to our students, and were utilized during the pandemic closure as a standard data point to determine if our students were maintaining, growing, or regressing during our modified instructional period. Second, the scoring of these assessments is aligned, or has an alignment to, SBA assessments. That is to say, there is a predictor of SBA success or struggles based on these assessment scores.

Our initial beliefs from the 2019-2020 SIP still hold true in our hypothesis. We still hypothesize that measuring student growth, setting goals, and action plans around student growth would help do two specific things. First, by measuring and targeting growth, especially growth beyond the standard growth target, the achievement gap between students scoring lower and students scoring higher on the Renaissance Suite assessments and SBA's would shrink, bringing our lower scoring students closer to their same age peers. Second, by targeting growth, students of ALL ability levels are targeted, not just students who are scoring lower who we are attempting to "bring up" to proficiency. We are measuring growth in all students, even students who are already scoring high on Renaissance, Interim Assessments, benchmark classroom assessments, or even the fall 2021 SBA that was instituted this year.

## Procedure

Utilizing standard reports downloaded from Renaissance Place, the team worked to determine which growth goal was appropriate for our groups of students.

We are setting a Moderately Ambitious Goal as defined by Renaissance Place for all our students in both Reading (ELA) and Math.

Moderately Ambitious Growth: Based on national data, students achieving a Moderately Ambitious Growth goal will have a level of growth higher than 65% of their academic peers (with peers defined as students in the same grade with a similar score history).

## Data

G	ELA	Math
TK	Please see General TK Goal Below	Please see General TK Goal Below
K	Sept. Early Literacy SS/ 717	June Early Literacy Goal: 841
1st	Sept. Early Literacy SS/ 753	June Early Literacy Goal: 884
	Sept. SS: 808/June Goal: 913	Sept. SS: 833/ June Goa: 936
3 <sup>rd</sup>	Sept. SS: 914/ June Goal: 985	Sept. SS: 893/ June Goal: 983
4 <sup>th</sup>	Sept SS: 954/ June Goal: 1017	Sept. SS: 952/ June Goal: 1031
5 <sup>th</sup>	Sept. SS: 1022/ June Goal: 1069	Sept. SS: 1017/ June Goal: 1076
6 <sup>th</sup>	Sept. SS: 1068/ June Goal: 1102	Sept. SS: 1028/ June Goal: 1082
7 <sup>th</sup>	Sept. SS: 1092/ June Goal: 1122	Sept. SS: 1089/ June Goal: 1127
8 <sup>th</sup>	Sept. SS: 1108/ June Goal: 1136	Sept. SS: 1072/ June Goal: 1114
Goal	Level of <u>growth</u> higher than 65% of their academic peers	Level of <u>growth</u> higher than 65% of their academic peers

## Results

We will review the results of the June Renaissance Place assessments to see if our students met the Moderately Ambitious Growth Goal that we targeted for June 2022 in ELA and Math.

### Specific Achievement Goals Based on the Results

#### ELA

##### **2021-2022 Objectives:**

Transitional Kindergarten: In our first year of Transitional Kindergarten, our growth goal is for students to increase endurance and attention span for a full school day, increase successful transitions from one activity to another, and daily exposure to literacy in an academic setting.

Kindergarten through 2nd Grade will meet or exceed the Moderately Ambitious Growth target on the Renaissance Place Early Literacy assessment from the fall 2021 to spring 2022. These targets are individual to each student and determined by Renaissance Place.

3rd-8<sup>th</sup> Grade: Students in Grades 3-8 will meet their Moderately Ambitious Growth target in the Renaissance Place Reading assessment which is an individual growth score of 65% above national average of students in these grade levels.

#### MATH

##### **2021-2022 Objectives:**

Transitional Kindergarten: In our first year of Transitional Kindergarten, our growth goal is for students to increase endurance and attention span for a full school day, increase successful transitions from one activity to another, and daily exposure to numeracy in an academic setting.

Kindergarten and Grade 1 will meet or exceed the Moderately Ambitious Growth target on the Renaissance Place Early Literacy assessment from the fall 2021 to spring 2022. The Early Literacy assessment includes Early Numeracy and Number Sense components.

2nd- 8th Grade: Students in Grades 2-8 will meet or exceed the Moderately Ambitious Growth target on the STAR Math Assessment from fall 2021 to spring 2022. These targets are individual to each student and determined by Renaissance Place.

## **SCIENCE**

### **2021-2022 Objectives:**

These goals are recycled from 2018-2019, due to pandemic factors, with the exception of increasing the proficiencies to 65%.

K-3<sup>rd</sup> Grade: 65% of students will meet NGSS in the classroom given assessments provided by FOSS, Mystery Science, and classroom developed assessments.

4-5<sup>th</sup> Grade: 65% of 5<sup>th</sup> grade students will achieve proficiency in the Science SBA. 65% of 4<sup>th</sup> grade students will meet NGSS in classroom delivered assessments provided by FOSS, Mystery Science, and classroom developed assessments.

6<sup>th</sup>-8<sup>th</sup> Grade: 65% of 8<sup>th</sup> grade students will achieve proficiency in the Science SBA. 65% of 6<sup>th</sup> and 7<sup>th</sup> grade students will meet NGSS in classroom delivered assessments provided by FOSS, Mystery Science, and/or classroom developed assessments.

### **Action Plan**

The information below indicates action plans that have been implemented for the 2021-22 school year to reach our growth goals. This is a living document, and will be updated as Action Items are implemented.

All Grade Levels: All students have been placed into a spreadsheet with multiple data points used to identify areas in need of intervention or enrichment. Each student who shows need for intervention support has a data folder that includes learning goals at a middle school level, and progress monitoring tracking at an elementary level. The addition of 1.5 interventionist positions allows for increased time spent analyzing data to determine student progress and areas of need or concern. The Student Services Team meets weekly to allow each grade level to be reviewed every 4 weeks.

K-8: All paraeducators are following a push-in model for intervention. The paraeducators spend about 80% of their time working in the classroom with the classroom teachers and only about 20% in differentiated groups. This allows for the classroom teacher and paraeducator to work as a team and focus on each individual child's needs, whether they are below, at, or exceeding standards.

Transitional Kindergarten and Kindergarten: Receives an ECE para-educator who is entirely push-in support to both kindergarten and transitional kindergarten. Both classes also receive LAP push-in and pull-out support by certified teachers.

1st and 2nd Grade: Receives para-educator push-in time in morning and afternoon. Both classes also receive LAP push-in and pull-out support by certified teachers.

3rd-5th Grade: Receives para-educator push-in time in morning and afternoon. Both classes also receive LAP push-in and pull-out support by certified teachers

6th-8th grade students in our Title intervention program have created goal folders that have STAR data from September that they have analyzed and written growth goals for their own monitoring. These folders are kept in their LAB classes and are reviewed and monitored monthly to ensure they are on track.

6-8 grade students have Lab or enrichment classes everyday of the week where they get individualized instruction from a classroom teacher, paraeducator, and SPED teacher (for students' IEP needs) that focuses on additional instruction in Math and ELA. These lab periods are 60 minutes. Students in the Lab classes are placed there based on their STAR September scores and have data driven work assigned to them based on their area of greatest struggle. If students need both ELA and Math support, they will switch to the alternating Lab class every quarter.

K-8 will utilize NGSS aligned FOSS and Mystery Science curriculum focusing on disciplinary core ideas, science and engineering practices, and crosscutting concepts.

## COMMUNICATION

### Goal

**To continue to increase parent and community involvement and communication.**

### Action Plan

Communication will continue through the use of the Facebook site, Skyward messenger, and notes home. Administration is exploring how to implement other forms of social media to promote the school and district. In addition, the school will provide additional parent involvement activities including:

- Collaborative Events with PTA (Halloween Trunk R Treat, Holiday Bazaar, Movie Nights)  
COVID-19 may impact availability of in-person events
- Scholastic Book Fair
- Family Teacher Conferences each semester-adding additional evening date to accommodate families
- Holiday Art Show (COVID-19 may impact the event)

## SOCIAL EMOTIONAL

### Goal

**To increase positive social emotional interactions between students and staff, as well as educate, integrate, and celebrate cultural diversity.**

### Action Plan

School wide, teachers were trained in the Capturing Kids Hearts model of creating Social Contracts. This training was transferred to classrooms, and teachers are utilizing Social Contracts to develop safe, shared learning environments where ALL students are able to learn and grow. In addition:

- All teachers will complete the SEL curriculum during their homeroom or Lab times, including, but not limited to, community circles, restorative practices, talking sticks, and journals.
- Continued use of Sanford/Harmony, SuperFlex, and Choose Love Program
- Understanding the difference between a Student Incident and a Student Relational concern
- Gator Tails PBIS support initiative
- Cultural Awareness activities-Book Study CLRTL
- New Health Curriculum
- SEL part-time staff support

## PERSONAL CREATIVITY/STEM/STEAM

### Goal

**Develop and implement programs that will attract and retain students K-8.**

### Action Plan

Students have the opportunity to participate in activities both during the school day and after the school day to extend their learning, as well as grow as individuals. Those items are as follows:

- After school athletics for all three seasons
- Book Fair
- ASB
- Fine Arts
- Electives in Middle School, including Games, Art, Leadership, and Broadcasting
- Student Mentors

- STEAM Club

## STRENGTHS

- We are continually finding new ways to communicate with our families.
- We are repeatedly creating new habits to involve our families, our volunteers, and community members in our mission.
- We do our best to support student learning by building relationships with students and providing opportunities to demonstrate citizenship with staff and their peers.
- We are a small community school.
- We have a family atmosphere.
- There is a great deal of community support.
- We work to maintain small/moderate class sizes.
- We have many choice students, we have many parents who want their children here.
- We have a strong base of students from preschool or K that remain through 8<sup>th</sup> grade.
- We have a strong and talented fine arts program.
- We actively use our shared learning spaces and we have a dedicated library, music, and art room.
- We have incorporated the addition of a Transitional Kindergarten to support and enrich our Early Childhood Education program.

## OPPORTUNITIES FOR GROWTH

- We will continue to improve student to student communication and relationships.
- We will continue to increase positive relationships between staff and students.
- We will continue to increase positive relationships between staff and community.
- We will create new ways to engage all students and teach ways for students to take ownership of their own learning.
- We will explore additional avenues to provide student support, including adding a school counselor
- We will explore new ways to continue to attract new families to the district.
- We will utilize our Student Support Team to continually monitor student data for areas of growth.
- We will celebrate our successes.