

# **SY 2022-2023 Comprehensive School Improvement Plan Fall Report**

**McKenna Elementary School**  
*Principal Jodi Jarmin*

**11/4/2022**

**WSIF Support Status:** N/A

**School Grade Span:** PK-5

**Enrollment:** 370

**FRPL Percentage:** 50%

**Special Education Percentage:** 8%

**Multilingual Learner Percentage:** 3%

## **School Improvement Planning Team Members:**

Jodi Jarmin-Principal  
Becky Fowler-Assistant Principal  
Myrna Porter-Counselor  
Kailee Houlihan--Interventionist  
Sue Buchmiller-Interventionist  
Liann Arnold-Interventionist  
Julie Ruger-Learning Resource Center  
Sam Abayta-Parent  
Linda Sell-Paraeducator

## **School Improvement Planning Team Meeting Dates:**

Oct. 14, Oct. 24, Nov. 1, Jan. 31, Feb. 24, March 24, April 28, May 25, June 9

## **School Data Analysis**

The team reviewed benchmark data and curriculum based data. In addition, the team discussed the instructional practices that were common and shared as a whole staff. The team determined that focusing on lesson customization in order to be more intentional and increase the rigor for all students within ELA and Math should be the subject of GOAL 1.

To determine the focus of Goal 2, the team reviewed our SEL data along with attendance and academic data. We as a team determined to focus on providing more groups into our day with students to focus on SEL needs as well as provided areas of need for all our students and their interests to make our school culture for the whole child.

In reviewing student group outcomes and performance, we learned that the students in our second grade are performing at a much lower performance level in their academics as well as their social/emotional levels according to the data. The team determined that students in the second grade would be our focus for Goal 3.

## CSIP SMARTIE Goals

SMARTIE Goals are Strategic, Measurable, Ambitious, Realistic, Time-Bound, Inclusive, Equitable

*SMARTIE Goal 1 addresses tier 1 instruction, increasing the impact of initial classroom instruction.*

**Goal 1:** During the 2022-2023 school year, McKenna Elementary will increase their growth on district benchmark data by 20% by utilizing lesson customization, which will support instructional differentiation within the classroom to support the needs of all students in their academic success.

*SMARTIE Goal 2 addresses culture of belonging and improving student social and emotional competence and wellness.*

**Goal 2:** During the 2022-23 school year, McKenna Elementary will increase growth by establishing common and consistent practices based on SEL screeners to build a sense of belonging for all learners. This goal will be supported by targeted support groups, interventions, leadership development, and enrichment activities based on student interests. The goal will be to increase the number of students who feel appreciated and validated by 20% as measured by the student belonging survey.

*SMARTIE Goal 3 addresses a targeted student group and improving outcomes for a student group with a demonstrated need for academic or SEL support (based on disaggregated data).*

**Goal 3:** During the 2022-2023, McKenna Elementary will focus on our Second grade students as a targeted group that represents the greatest need for academic and SEL support. This targeted group will be supported by staff digging deeper into our data to support the pro-social development of all students in order to promote a greater academic success for all. This goal will be supported by small group SEL supports, one on one support, whole class SEL supports, small group academic supports, and one on one academic supports. We will decrease our subgroup who scored at risk on the DESSA screener from 14% to 7%.

## Root Cause Analysis

### Lesson Preparation And Implementation Root Causes

Providing all students with the resources and opportunities needed to master grade level and program learning goals.

Teaching with a purpose vs. just teaching to teach

Lesson customization to focus on grade level standards

Engagement strategies to deepen learning

### Essential Routines And Procedures Root Causes

Utilizing our supports more effectively within the classroom-Making sure our Interventionists are working on filling the gaps where needed for students.

Looking at our extension time and making sure we are representing quality not quantity

Backwards Planning for grade levels to work with Interventionists- 2nd, 4th, 3rd, K, 1st, 5th

Team building-Trusting each other to support one another

Changing the mindset of teachers to stay focused on teaching with the end in mind

Asking ourselves, "Are we just taking a test or are we targeting our instruction around the results we see from our students and the assessment."

### Engagement And Responding To Learner Needs Root Causes

Hyper focus on skill deficit amongst all our students

Using Amplify Intervention and putting students in skilled based groups

Changing and updating groups on a regular basis for our burst cycles using Amplify Intervention and progress monitoring of students within math extensions

Meeting Social and Emotional Needs before Academics- Morning Meetings, social groups, interest clubs (developed through a student survey)

### Additional Root Causes Has Your Team Identified

Skills on empathy have been removed from the classroom. Not being taught anymore through our curriculum and literature.

### Areas Of Strength Have You Identified In Your School After Reviewing The Data

Intervention supports do show progress over time with our students performing at the strategic/below grade level in reading and math

Teachers have a desire to improve instruction for all students

K-5 Students show an average score of 89% on the DESSA for strength/typical

## Student Populations

### Key Takeaways About Student Group Performance on State and District Assessments

Our second grade students are showing a deficit in their reading capabilities according to District data information.

Our advanced students overall maintained their level of learning but did not demonstrate adequate growth compared other categories or peers according to District data information.

Our Second grade is showing the greatest need of support in regards to DESSA data.

Second grade is showing a deficit in their math capabilities according to District data information.

### Description Of A Typical Student, Representative Of The Student Population

11/1/2022

### Strengths Of A Typical Student At The School

Second grade attendance is at 92%

Some students do have the capabilities to control emotions and be supportive to others

Some students can express their emotions to adult

Academically we do have students who are at Benchmark in reading and math-13% Reading and 21% Math

86% of Second grade students are showing strength in our DESSA data

56% os Second grade students are showing a low risk in our SAEBRS data

### Challenges Faced By A Typical Student At The School

Students have not learned how to be students first-not provided that first year experience in Kindergarten Cooperative learning

Not provided the structure play while in Kindergarten. This did not allow students to deal with emotions or problem solving.

### Important Relationships In The Life Of A Typical Student At The School

Their classroom teacher

Counselor

Principal

Parents

Friendships

Specialists  
Office staff

## **Educators**

### **District Vision And Equity Statement In School Culture And Activities**

Our equity statement is presented on our school website and we will be adding it to our school newsletter

Our statement is embedded into our current practice of conversation with data.

Teachers are embedding our vision into their instructional practice by providing differentiation and supports where need for the whole child

### **Professional Development Staff Need To Strengthen Implementation Of Evidence Based Practice**

Lesson preparation and/or implementation development/coaching, Student voice and engagement development/coaching, Embedded support, scaffolding, and differentiation development/coaching

### **Additional Professional Learning And Support**

Lesson customization

Learning Pit

Student Goal Setting

Teacher Goal Setting

### **Metrics To Monitor Impact Of Professional Learning On Teacher/Staff Practice**

Progress Monitoring in both Reading and Math

Bi-weekly data meetings with my teachers K-2, 3-5

Benchmark testing in Reading and Math

K-5 Instructional Rounds to monitor and provide feedback to teachers

Utilize teacher leaders as coaches

Monitor trends in what the teacher leaders are focusing on-high level

### **Existing Professional Learning And Support**

Eureka Training for updated curriculum

Data Meeting with each grade level to discuss how to implement Amplify Intervention and provide guidance on burst groups- Kailee Houlihan, Liann Arnold, Sue Buchmiller

Amplify Intervention/Data Review with grade level teachers and paraeducators

Progress Monitoring Support around Amplify Intervention

Equip pre-test Support-Using the individualized lessons to build background knowledge on the module



teachers are presenting in Math  
PLC+ work with grade level bands- K-2, 3-5  
I-Team Support training from OSS

**Metrics Used To Measure The Effect Of Professional Learning And Support Listed Above**

Informal Walkthroughs  
Data Meetings with the grade level teams  
PLC meetings  
Feedback conversations with teachers  
SEL meetings with school counselor  
Interventionist meetings to help support classroom teachers  
Instructional Rounds completed by classroom teachers  
MTSS monthly meetings  
CSIP Monthly meetings  
Paraeducator monthly meetings

## Systems Of Support

### MTSS Areas Of Strength

The Building Implementation Team is representative of the staff and meets regularly to review student data and recommend universal supports, An effective pre-referral process is in place to ensure Tier 1 supports and preventative measures are in place prior to ITeam referrals, The ITeam process effectively identifies targeted and intensive supports for students

### Additional Areas Of Strength

N/A

### MTSS Areas To Be Strengthened

The ITeam process effectively identifies targeted and intensive supports for students, The MLT assessment tool is used to monitor the effectiveness of the overall MTSS system., Teachers understand the school's MTSS system and know how to access supports.

### Individual(s)/Team Responsible For Identifying Areas Of Strength And Improvement

The MTSS Building Implementation Team

### Plan For Strengthening Schools Systems Of Support To Meet Student Needs

SEL groups formed and expanded-School Counselor and Tech/SEL support teacher providing more groups

5th Executive Functioning group- Work on organizational skills, planning, positive goal setting, optimistic thinking

Enrichment activities for kids based on interest during lunch recess

Leadership Team for kids

Student led morning announcements via zoom

Multicultural club/Night for families

Second Step Visuals on the playground and in the hallways/classrooms

Lunch bunch groups with Counselor

### School And Community Interaction In Creating A Continuum Of Supports For Students

Our PTA is present during the school day as needed, they provide additional opportunities for students to connect with one another and staff to support belonging outside of the school day with events like...

Social worker helps to coordinate outside services based on student need

Parents attend school events including booster sponsored events, math and literacy nights, assemblies

Learners without limits support students with food and needed supplies

### **Family And Community Engagement/Partnership Strengths And Opportunities**

Family Luncheons

Title/LAP Parent Involvement Nights

Booster Club Events-Trunk or Treat, Fundraisers, Family Game nights, Movie Nights

Recognition Assemblies for students with parents invited to attend

Spirit Assemblies

## Needs Assessment

### State Data Sources

State: Washington School Improvement Framework, State: Smarter Balanced Assessment/Interim Assessment Blocks, State: Student Growth Percentiles, State: Healthy Youth Survey

### District Data Sources

District: DIBELs 8 (GR K-5), District: FAST- aRead, aMath (GR 2-10), District: Early Math (GR k-1), District: DESSA (GR K-8), District: Belonging Survey, District: Affirm/Equip (math)

### Additional Data Sources

School & Classroom: Educator Data (staff experience and qualification), School & Classroom: Stakeholder Communication

### Disproportionality Data Sources

Special Education Placement Data (LRE), Student Plans (504 Etc.), Discipline

### Outcome of Root Cause Analysis

The team reviewed benchmark data and curriculum based data. In addition, the team discussed the instructional practices that were common and shared as a whole staff. The team determined that focusing on lesson customization in order to be more intentional and increase the rigor for all students within ELA and Math should be the subject of GOAL 1.

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**SMARTIE Goal 1: Tier 1 Instruction**

During the 2022-2023 school year, McKenna Elementary will increase their growth on district benchmark data by 20% by utilizing lesson customization, which will support instructional differentiation within the classroom to support the needs of all students in their academic success.

**Metrics Used To Measure Impact Of Goal 1 Activities**

District: DIBELs 8 (GR K-5), District: FAST- aRead, aMath (GR 2-10), District: Early Math (GR k-1), District: Progress Monitoring Data, District: SAEBRS (GR 2-12), District: DESSA (GR K-8), District: Belonging Survey, District: Affirm/Equip (math)

**Frequency Of Monitoring Goal 1 Activities**

<<Activity monitoring for Goal 1 will occur>>

**Additional Data Collection To Measure Impact Of Goal 1 Activities**

Classroom Walkthroughs  
Observations/Feedback conversations

**Additional Steps To Monitor Impact Of Goal 1 Activities**

PLC conversations  
1:1 conversations  
Bi-weekly meetings with intervention teachers

**Goal 1 Budget Needs**

N/A

**Goal 1 Budget Sources**

LAP, Building Budget,



## **SMARTIE Goal 2: Culture of Belonging**

During the 2022-23 school year, McKenna Elementary will increase growth by establishing common and consistent practices based on SEL screeners to build a sense of belonging for all learners. This goal will be supported by targeted support groups, interventions, leadership development, and enrichment activities based on student interests. The goal will be to increase the number of students who feel appreciated and validated by 20% as measured by the student belonging survey.

### **Metrics Used To Measure Impact Of Goal 2 Activities**

District: Progress Monitoring Data, District: SAEBRS (GR 2-12), District: DESSA (GR K-8), District: Belonging Survey

### **Frequency Of Monitoring Goal 2 Activities**

Monthly

### **Additional Data Collection To Measure Impact Of Goal 2 Activities**

Bi-weekly/weekly meetings with Counselor and SEL support teacher  
Discussion/feedback from teachers based on individual student needs

### **Additional Steps To Monitor Impact Of Goal 2 Activities**

Bi-weekly/weekly meetings with Counselor and SEL support teacher  
Discussion/feedback from teachers based on individual student needs

### **Goal 2 Budget Needs**

Fidgets, items for students to use to calm down  
Student store

### **Goal 2 Budget Sources**

Building Budget-approx. \$500-700

### **SMARTIE Goal 3: Targeted Student Support**

During the 2022-2023, McKenna Elementary will focus on our Second grade students as a targeted group that represents the greatest need for academic and SEL support. This targeted group will be supported by staff digging deeper into our data to support the pro-social development of all students in order to promote a greater academic success for all. This goal will be supported by small group SEL supports, one on one support, whole class SEL supports, small group academic supports, and one on one academic supports. We will decrease our subgroup who scored at risk on the DESSA screener from 14% to 7%.

#### **Metrics Used To Measure Impact Of Goal 3 Activities**

District: SAEBRS (GR 2-12), District: DESSA (GR K-8), District: Belonging Survey

#### **Frequency Of Monitoring Goal 3 Activities**

Weekly, Monthly

#### **Additional Data Collection To Measure Impact Of Goal 3 Activities**

Behavior Intervention Plan data  
Data from SEL small groups  
I-Team meetings and follow ups  
Classroom feedback by teachers  
District benchmark data

#### **Additional Steps To Monitor Impact Of Goal 3 Activities**

Bi-weekly meetings with counselor and SEL Support teacher  
PLC meetings with 2nd grade teachers  
1:1 conversations with teachers based on individual needs of students

#### **Goal 3 Budget Needs**

N/A

#### **Goal 3 Budget Sources**

N/A