

SY 2022-2023 Comprehensive School Improvement Plan

Fall Report

Prairie Elementary School *Principal Tami Beach*

11/4/2022

WSIF Support Status: N/A

School Grade Span: PK-5

Enrollment: 440

FRPL Percentage: 47.80%

Special Education Percentage: 17%

Multilingual Learner Percentage: 5% K-5

School Improvement Planning Team Members:

Tami Beach-Principal & parent, Felicia Stenbakken-3rd grade teacher & parent, Chrissy Marshall-LAP certificated intervention, Erika Morisset-Librarian & parent, Kimberly Brazil-Special Education Certificated, Susan McLaughlin-2nd grade teacher, Cyndy Johnson-3rd grade teacher,

School Improvement Planning Team Meeting Dates:

September 20th, October 4th & 11th, November 1st

School Data Analysis

Our CSIP Team identifies areas of growth to focus on as we set goals.

Highly effective Tier 1 structures in every classroom

Professional Learning Communities that are clearly focused on student data and effective teaming of teachers.

Responsive and effective systems to support behavior and positive climate school-wide.

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: By building teacher understanding of highly effective professional learning communities, (PLCs), increasing teacher use of data, monitoring our students of concern in our MTSS team, and providing teachers with specific, timely and meaningful feedback, our students will reach at least 50% proficiency and grow by at least 20% proficiency as a grade level on district benchmark assessments in ELA and math by the spring benchmark window. All students will be supported in grade level instruction with interventions to support grade level standards. Disaggregated data will be monitored to assure equitable outcomes across student groups.

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

Goal 2: District equity framework and culture of belonging professional development will help increase teacher understanding of cultural differences of students, develop teacher skill in presuming competence and positive intent, and honor student dignity. By building teacher understanding of belonging survey data, offering professional development about the district equity framework and culture of belonging, and increasing teacher understanding of effective Positive Behavior Interventions and Supports, we will increase the number of students reporting they feel appreciated and validated at school on the spring belonging survey by 10%

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: Students with IEPs currently demonstrate lower proficiency rates than their peers. All students have a right to access core, grade level learning. By reviewing data of students with IEPs with all staff, reviewing IEPs with grade level teachers, deepening staff understanding of effective PLCs, and Special Education staff participating in weekly Team meetings with administration; students with IEPs will increase proficiency performance by at least 20% from fall to spring benchmark assessments in ELA and math.

Root Cause Analysis

Lesson Preparation And Implementation Root Causes

Teachers are using the pacing guide and curriculum with fidelity, however, in many cases, the focus is more on pace than mastery. Students may need additional time or a review, teachers focus on moving on and staying with the pacing guide.

Scaffolded supports are not universally being incorporated in every classroom, every lesson. This is evidenced by grade level teams' data the lower performance level groups of students will make a years' worth of growth and in other grade levels the higher performance level groups will make a years' worth of growth, but the lower performance levels will not.

A gradual release model has not been a consistent practice across all classrooms.

Essential Routines And Procedures Root Causes

Discipline referrals are inconsistent and at time students are referred to the office or asked to leave the classroom for preventable events.

In many situations, students are verbally discussed and described based on areas of perceived weakness or challenge.

A focus on preserving dignity is not consistently implemented throughout a students' day.

Often, consequences are applied in response to behavior without attempts to deescalate or consider antecedents.

Engagement And Responding To Learner Needs Root Causes

Cooperative learning groups are used. There are opportunities to deepen the learning by creating the student groups more intentionally.

Students are well managed and generally comply with teacher instructions. Classrooms focus on teacher-directed activities and instruction with the teacher taking the lead. The next step will be to encourage and make opportunities for student voice to lead.

Additional Root Causes Has Your Team Identified

Within grade levels, there is alignment and effective teacher teaming. Vertical alignment is an area of growth to calibrate, plan and team.

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

Prairie has experienced and established teachers, as well as supportive families. There are areas of high growth and performance.

Student Populations

Key Takeaways About Student Group Performance on State and District Assessments

Students with disabilities have the lowest proficiency rate in both Math and ELA. They have a high or positive rate in the area of Social Emotional.

Description Of A Typical Student, Representative Of The Student Population

11/3/2022

Strengths Of A Typical Student At The School

Students with disabilities score very high on the SAEBRS and DESSA. 98% of the subgroup scored "At/Above Benchmark" on the SAEBERS and 65% of students with disabilities scored in the "Typical or Strength" area on the DESSA

Challenges Faced By A Typical Student At The School

Academically students with disabilities are not showing a year's worth of growth in Math and in ELA.

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

Their families and friends. We also work to have multiple adults at the school build positive, trusting relationships with each student.

Educators

District Vision And Equity Statement In School Culture And Activities

Prairie is committed to providing an inclusive culture of belonging and respect in every area of our school. As we work together we have agreed to hold ourselves and each other accountable to this statement. Our professional development plan was created to focus in this area as well.

Professional Development Staff Need To Strengthen Implementation Of Evidence Based Practice

Grading guidance and training, PLC guidance and training, Classroom climate/relationships development/coaching, Classroom routines and procedures development/coaching, Embedded support, scaffolding, and differentiation development/coaching

Additional Professional Learning And Support

Removing Labels, Deescalation, PBIS

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

Reviewing attendance rosters
Noting changes in practice related to PD staff attends
Discussing staff commitments to implementing PD and agreeing on look-fors

Existing Professional Learning And Support

Culture of belonging
Speak Up
Consistent meetings scheduled with building mentors
Principal and new teacher meetings monthly

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

Reviewing attendance rosters
Noting changes in practice related to PD staff attends
Discussing staff commitments to implementing PD and agreeing on look-fors

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

Additional Areas Of Strength

N/A

MTSS Areas To Be Strengthened

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, 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

PLC+

Strengthening teaming structures for MTSS

Trauma informed PD

Walkthroughs with feedback targeting effective supports for students

Collaboration between classroom teachers and support staff to meet student needs

Deescalation training for staff (OSS - CPI)

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

PTO and parents work closely with the school to support culture and climate.

Wrap around services support identifies students and families.

BHR Counseling supports students needing more intensive support at school.

Family And Community Engagement/Partnership Strengths And Opportunities

Currently we have a strong family and community engagement.

We intend to focus on teaming together more with identified areas of need, such as holding a Family Fun Night that will focus on how guardians can bring learning into their daily activities that aligns to topics the students are learning at school.

Implementing Prairie Town Halls with topics so that we can address questions or concerns families identify as areas of growth and areas of celebration for them or for the school.

Needs Assessment

State Data Sources

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

District Data Sources

District: DIBELs 8 (GR K-5), District: FAST- aRead, aMath (GR 2-10), District: Early Math (GR k-1), District: SAEBRS (GR 2-12), District: DESSA (GR K-8), District: Belonging Survey

Additional Data Sources

School & Classroom: Time Out of Class (non-exclusionary, e.g. visits to nurse, counselor, etc.), School & Classroom: Discipline Data, School & Classroom: Exclusion Data, School & Classroom: Educator Data (staff experience and qualification), School & Classroom: Stakeholder Communication

Disproportionality Data Sources

Special Education Eligibility and Qualification, Special Education Placement Data (LRE), Student Plans (504 Etc.), Program Placement (Support or acceleration), Discipline, Exclusion

Outcome of Root Cause Analysis

Our CSIP Team identifies areas of growth to focus on as we set goals.

Highly effective Tier 1 structures in every classroom

Professional Learning Communities that are clearly focused on student data and effective teaming of teachers.

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SMARTIE Goal 1: Tier 1 Instruction

By building teacher understanding of highly effective professional learning communities, (PLCs), increasing teacher use of data, monitoring our students of concern in our MTSS team, and providing teachers with specific, timely and meaningful feedback, our students will reach at least 50% proficiency and grow by at least 20% proficiency as a grade level on district benchmark assessments in ELA and math by the spring benchmark window. All students will be supported in grade level instruction with interventions to support grade level standards. Disaggregated data will be monitored to assure equitable outcomes across student groups.

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), MTSS data tool

Frequency Of Monitoring Goal 1 Activities

<<Activity monitoring for Goal 1 will occur>>

Additional Data Collection To Measure Impact Of Goal 1 Activities

Classroom Assessment data

Additional Steps To Monitor Impact Of Goal 1 Activities

n/a

Goal 1 Budget Needs

n/a

Goal 1 Budget Sources

n/a

SMARTIE Goal 2: Culture of Belonging

District equity framework and culture of belonging professional development will help increase teacher understanding of cultural differences of students, develop teacher skill in presuming competence and positive intent, and honor student dignity. By building teacher understanding of belonging survey data, offering professional development about the district equity framework and culture of belonging, and increasing teacher understanding of effective Positive Behavior Interventions and Supports, we will increase the number of students reporting they feel appreciated and validated at school on the spring belonging survey by 10%

Metrics Used To Measure Impact Of Goal 2 Activities

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

MTSS bi-monthly meetings

Additional Steps To Monitor Impact Of Goal 2 Activities

MTSS bi-monthly meetings

Goal 2 Budget Needs

N/A

Goal 2 Budget Sources

N/A

SMARTIE Goal 3: Targeted Student Support

Students with IEPs currently demonstrate lower proficiency rates than their peers. All students have a right to access core, grade level learning. By reviewing data of students with IEPs with all staff, reviewing IEPs with grade level teachers, deepening staff understanding of effective PLCs, and Special Education staff participating in weekly Team meetings with administration; students with IEPs will increase proficiency performance by at least 20% from fall to spring benchmark assessments in ELA and math.

Metrics Used To Measure Impact Of Goal 3 Activities

District: DIBELs 8 (GR K-5), District: FAST- aRead, aMath (GR 2-10), District: Early Math (GR k-1)

Frequency Of Monitoring Goal 3 Activities

Weekly, Monthly, Bi-Monthly

Additional Data Collection To Measure Impact Of Goal 3 Activities

N/A

Additional Steps To Monitor Impact Of Goal 3 Activities

N/A

Goal 3 Budget Needs

N/A

Goal 3 Budget Sources

N/A