

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

**Fort Stevens Elementary School
*Principal Lisa Crowell***

11/4/2022

WSIF Support Status: Support Tier 1

School Grade Span: PK-5

Enrollment: 488

FRPL Percentage: 54%

Special Education Percentage: 20%

Multilingual Learner Percentage: 6%

School Improvement Planning Team Members:

Lisa Crowell, Principal

Holly Ackerman, Asst. Principal

Mikyla Alkire, School Counselor

Sara Biechman, Sped Teacher Fort Stevens Elementary

Jessica Straus, Teacher Fort Stevens

Emily Walsh, Teacher and Parent Fort Stevens

Nikki Walters, Teacher Fort Stevens

Tammy Matthews, Teacher Fort Stevens & Community Member

Brittany Meyer, Teacher Fort Stevens & Community Member

Caitlyn Coffeen, Teacher & Parent at Fort Stevens and Community Member

Kelley Hannifan, Teacher at Fort Stevens and Community Member

School Improvement Planning Team Meeting Dates:

Sept. 23, 2022

Oct. 21, 2022

Nov. 18, 2022

Dec. 9, 2022

School Data Analysis

Goal 1: Focus on high expectations and instructional rigor

Walkthrough data indicate that teachers are working well together to follow SSPGs and using appropriate curriculum. During instruction students are relying on teachers to provide answers and a model to follow, students are not consistently engaging in productive struggle. Benchmark data from 21-22 show that students who start the year scoring at benchmark and advanced levels are showing less than a year's worth of growth. Starting scores for students this year indicate a large number of students scoring below proficiency. Students require more time with challenging, grade level learning.

Goal 2: Upon data review the team determined that additional work within the Equity Framework is needed to increase survey results of students in the Belonging Survey on the indicators of Appreciated and Validated.

Goal 3: In reviewing student group outcomes and performance, we learned that students with IEPs performed more poorly than peers without IEPs on all academic benchmarks. The team determined that students with IEPs would be the 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: By building teacher understanding of data showing where students are, creating teacher clarity about what students need to learn, offering teachers professional development on scaffolding students in the learning pit, providing teachers with feedback during implementation/refinement of teacher practice, and supporting effective teacher collaboration through PLC professional development, 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, providing teachers trauma informed practice professional development, offering professional development about the district equity framework and culture of belonging, and increasing teacher understanding of tiered SEL practices, 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 are demonstrating consistently 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 Removing Labels, and participating in weekly FS Sped Team meetings with OSS 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

Fidelity to Tier 1 practices

Instructional rigor

Absence of intentional productive struggle (teachers are saving students when they start to struggle)

Need for productive struggle, students thinking about and owning their own learning

Essential Routines And Procedures Root Causes

Lessons begin with learning goals and success criteria (expectation of the building)

Most teachers are mitigating behavior concerns

Most discipline referrals are justified

Most classroom time is used efficiently

Most transitions are quick

Most teachers are able to make adjustments to routines and procedures as needed

All most all Teachers are pacing well together and following the scope and sequence

PBIS Tier 1 is strong, teachers would benefit from being able to incorporate Tier 2 strategies into the classroom, many classrooms need assistance with Tier 3 supports and interventions.

Engagement And Responding To Learner Needs Root Causes

Student voice in classroom is varied

Specialist is teaching talk moves to all students, but this relies on the teachers' understanding and use of talk moves

Kagan is used in some classrooms for cooperative grouping

Often lessons are heavily teacher guided and teacher dependent

Inconsistent use of student to student discourse

Additional Root Causes Has Your Team Identified

N/A

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

Teachers are asking for more tools to provide tier 2 and 3 supports for students

Teachers are requesting information about trauma informed practices to strengthen their understanding so they know how to respond to students

Student Populations

Key Takeaways About Student Group Performance on State and District Assessments

Differences in assessment outcomes between student groups by ethnicity are negligible. Overall students of all ethnicities are performing below the expected standard, however they are performing similarly to one another.

After reviewing the state and benchmark assessment data, students who have IEPs are consistently underperforming compared to their peers.

Description Of A Typical Student, Representative Of The Student Population

10/28/2022

Strengths Of A Typical Student At The School

Students want to be successful, many of these students work hard
Many develop strong relationships with teachers and staff and they are very motivated by those relationships

Challenges Faced By A Typical Student At The School

There is a range of students: some qualify in multiple services areas, some in only one. Students may qualify in ELA, math, SEL, speech, OT/PT
Students with SEL IEPs may need additional breaks, social stories to build their skill set in their service area
Some students with SEL services struggle to behave appropriately in classrooms which impacts their learning, they may struggle to self regulate (have a lower frustration tolerance or become disruptive when bored)
Some students are pulled out for core replacement, mostly in K-2, making it difficult to keep pace with peers
Some have learning disabilities which require different supports than peers
Some have experienced trauma that interferes with their interactions within the school

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

- Parents
- Grandparents
- Teaching staff

Educators

District Vision And Equity Statement In School Culture And Activities

Staff have engaged in professional development that includes, Speak Up training, Belonging through a Culture of Dignity, components of Removing Labels.

Regular inclusion of Culture of Belonging in staff meetings and communications

Work done with staff on district equity statement

Professional Development Staff Need To Strengthen Implementation Of Evidence Based Practice

Curriculum training, Assessment system training, PLC guidance and training, Classroom climate/relationships development/coaching, Classroom routines and procedures development/coaching, 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

Trauma Informed Practice

Tier 2 & 3 supports

Kagan

Talk moves

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

Reviewing attendance rosters (teacher PD)

Walkthroughs- 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

Walkthrough feedback forms

Trends reported to staff based on walkthroughs

Principal PLC- Data board review for each grade level

PLC+ data analysis protocol and root cause analysis
Culture of belonging
Speak Up

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

Reviewing attendance rosters (teacher PD)
Walkthroughs- 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, An effective pre-referral process is in place to ensure Tier 1 supports and preventative measures are in place prior to ITeam referrals, 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.

Additional Areas Of Strength

N/A

MTSS Areas To Be Strengthened

The MTSS Building Implementation Team is representative of the staff and meets regularly to review student data and recommend universal supports, The ITeam process effectively identifies targeted and intensive supports for students

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

The school principal (alone), The MTSS Building Implementation Team, The building governance team

Plan For Strengthening Schools Systems Of Support To Meet Student Needs

Trauma informed PD
Walkthroughs with feedback targeting effective supports for students
Additional Tier 2 and 3 supports are communicated and practiced
Collaboration between classroom teachers and support staff to meet student needs

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

Booster club 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 Kids Night Out, Bingo for Books, Family Game Night and helping in many other events that happen at our school throughout the year.

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

Strong support from parent community

Watchdogs- strong prior to the pandemic, need to revitalize the program

Other partnerships- students would benefit from access to mental health services at 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: Progress Monitoring Data, District: SAEBRS (GR 2-12), District: DESSA (GR K-8), District: Belonging Survey

Additional Data Sources

School & Classroom: Discipline Data, School & Classroom: Exclusion Data

Disproportionality Data Sources

Discipline, Exclusion

Outcome of Root Cause Analysis

Goal 1: Focus on high expectations and instructional rigor

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SMARTIE Goal 1: Tier 1 Instruction

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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)

Frequency Of Monitoring Goal 1 Activities

<<Activity monitoring for Goal 1 will occur>>

Additional Data Collection To Measure Impact Of Goal 1 Activities

Feedbacker tracker, Observational data during teacher PLCs, teacher attendance at PD offerings

Additional Steps To Monitor Impact Of Goal 1 Activities

In addition to monitoring student benchmark data I will monitor implementation of staff by providing targeted feedback relating to the goals of the PD and guiding discussions with teachers in PLCs.

Goal 1 Budget Needs

\$10,000.00 Teacher Hours for PD and Outside Presenter

Goal 1 Budget Sources

LAP High Poverty Funds

SMARTIE Goal 2: Culture of Belonging

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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

Benchmark Windows

Additional Data Collection To Measure Impact Of Goal 2 Activities

In addition to monitoring student benchmark data I will monitor implementation of staff by providing targeted feedback relating to the goals of the PD and guiding discussions with teachers in PLCs.

Additional Steps To Monitor Impact Of Goal 2 Activities

In addition to monitoring student benchmark data I will monitor implementation of staff by providing targeted feedback relating to the goals of the PD and guiding discussions with teachers in PLCs.

Goal 2 Budget Needs

\$10,000.00 Teacher Hours for PD and Outside Presenter

Goal 2 Budget Sources

LAP High Poverty Fund

SMARTIE Goal 3: Targeted Student Support

Students with IEPs are demonstrating consistently 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 Removing Labels, and participating in weekly FS Sped Team meetings with OSS 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), District: Progress Monitoring Data

Frequency Of Monitoring Goal 3 Activities

Weekly

Additional Data Collection To Measure Impact Of Goal 3 Activities

Sped Teachers data collection towards IEP Goals

Additional Steps To Monitor Impact Of Goal 3 Activities

Weekly FS Sped Team meetings for check in and supports from OSS

Goal 3 Budget Needs

Work towards Goal 1 & Goal 2 will assist with this goal.

Goal 3 Budget Sources

N/A no additional budget required