

Grapeview School District

2022-2023 School Improvement Plan



Grapeview Learning Leadership Team

10/25/22

ACADEMIC ACHIEVEMENT

Introduction

The onset of the 2022-2023 school year marks the first fall in two years in which the district can and will conduct day to day operations without specific protocols regarding an in person school delivery model. The previous three years presented a challenge to all districts in regards to student safety and well being, service delivery models, attendance, and academic progress. The 2021-2022 School Improvement Plan included facets of the Student Recovery Plan that was submitted to the OSPI in May of 2021, and had a heavy focus on re-engaging students in the academic process, as well as the overall concept of “how to do school,” again. Growth was still targeted, and the district demonstrated once again why we are leaders in our county and Educational Service District. The 2022-2023 SIP continues our previous work on student growth, rather than raw scores and proficiencies. Narrowing achievement gaps only occurs when continuous improvement, specifically targeted at a student’s individual needs, remains a consistent focus.

Hypothesis

This year the school district has reliable data from two sources that can be utilized to formulate our hypothesis. Spring 2022 Standards Based Assessment data has been made available, as well as our Renaissance assessments, will be utilized, based on grade level and available data.

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 our benchmark assessments.

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. We are using the same formula to determine moderately ambitious growth in the SBA scores as well. This is determined on greater than a year’s worth of growth, and a movement of achievement levels in the growth and scale scores.

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	STAR 2022: <u>682</u> STAR 2023: <u>787</u>	Early Literacy and Numeracy Combined
1st	STAR 2022: <u>755</u> STAR 2023: <u>874</u>	Early Literacy and Numeracy Combined
2nd	STAR 2022: <u>827</u> STAR 2023: <u>943</u>	STAR 2022: <u>860</u> STAR 2023: <u>964</u>
3 rd	STAR 2022: <u>898</u> STAR 2023: <u>990</u>	STAR 2022: <u>903</u> STAR 2023: <u>995</u>
4 th	SBA 2022: <u>2414</u> SBA 2023: <u>2477</u>	SBA 2022: <u>2403</u> SBA 2023: <u>2468</u>
5 th	SBA 2022: <u>2453</u> SBA 2023: <u>2518</u>	SBA 2022: <u>2439</u> SBA 2023: <u>2504</u>
6 th	SBA 2022: <u>2521</u> SBA 2023: <u>2586</u>	SBA 2022: <u>2526</u> SBA 2023: <u>2591</u>
7 th	SBA 2022: <u>2544</u> SBA 2023: <u>2609</u>	SBA 2022: <u>2536</u> SBA 2023: <u>2601</u>
8 th	SBA 2022: <u>2598</u> SBA 2023: <u>2663</u>	SBA 2022: <u>2579</u> SBA 2023: <u>2644</u>
Goal	Level of <u>growth</u> higher than 65% of their academic peers for K-3 Level of <u>growth</u> for average SS for SBA is 65 points, more than one movement on the level scale	Level of <u>growth</u> higher than 65% of their academic peers for K-3 Level of <u>growth</u> for average SS for SBA is 65 points, more than one movement on the level scale

Results

We will review the results of the June Renaissance Place assessments for grades kindergarten through 3rd grade, and the spring SBA scores for grades 4-8 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

2022-2023 Objectives:

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 3rd Grade will meet or exceed the Moderately Ambitious Growth target on the Renaissance Place Early Literacy assessment from the fall 2022 to spring 2023. These targets are individual to each student and determined by Renaissance Place.

4th-8th Grade: Students in Grades 4-8 will meet their Moderately Ambitious Growth target with ELA SBA assessment which is an individual growth score of 65 Scale Score above the previous year, which results in the movement of a full level and more. Example, a level 2 in fourth grade ELA SBA is from SS 2416-2472. A Level 3 is from 2473-2532. A scale score average growth of 65 points places the student above the anticipated growth, making the growth goal Moderately Ambitious.

MATH

2022-2023 Objectives:

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 2022 to spring 2023. The Early Literacy assessment includes Early Numeracy and Number Sense components.

2nd Grade: Students in Grades 2-8 will meet or exceed the Moderately Ambitious Growth target on the Renaissance Place Math Assessment from fall 2022 to spring 2023. These targets are individual to each student and determined by Renaissance Place.

4th-8th Grade: Students in Grades 4-8 will meet their Moderately Ambitious Growth target with the Math SBA assessment which is an individual growth score of 65 Scale Score above the previous year, which results in the movement of a full level and more. Example, a level 2 in third grade Math SBA is from SS 2381-2435. A Level 3 is from 2436-2500. A scale score average growth of 65 points places the student above the anticipated growth, making the growth goal

Moderately Ambitious.

SCIENCE

2022-2023 Objectives:

K-3rd Grade: 65% of students will meet NGSS in the classroom given assessments provided by FOSS and classroom developed assessments.

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

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

Action Plan

The information below indicates action plans that have been implemented for the 2022-23 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 in middle school has a data folder that includes learning goals at a middle school level, and progress monitoring tracking at an elementary level. 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. Kindergarten also receives 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 Tuesday through Friday where they get individualized instruction from a classroom teacher and SPED teacher (for students' IEP needs) that focuses on additional instruction in Math and ELA. These lab periods are 70 minutes. Students in the Lab classes are placed there based on their STAR September scores and/or their spring 2022 SBA scores. The students 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 curriculum focusing on disciplinary core ideas, science and engineering practices, and crosscutting concepts.

COMMUNICATION

Goal

Maintain open communication and engagement with families and the greater school district community.

Action Plan

The district will continue to utilize Facebook for informational postings and celebrations, as well as scheduling of events. Skyward email messages will be used for similar purposes, but will also include specific business items, plans and dates, schedules, and other pertinent school information. The district will also continue to maintain community events, such as the following:

- Collaborative Events with PTA (Halloween Carnival Trunk R Treat, Holiday Bazaar, Lunch With Loved Ones, Re-Gifting Bingo)
- Scholastic Book Fair
- Family Teacher Conferences each semester-adding additional evening date to accomodate families
- Winter and Spring Concerts
- Middle School Musical Performance
- Reinstating our volunteer programs, including WATCH Dogs, classroom volunteers, and event volunteers

The district will also explore additional means of communications with families that are more

classroom to family directed. There are multiple electronic platforms available that will be explored with those of minimal or no cost, and proven effectiveness being preferred.

SOCIAL EMOTIONAL

Goal

To increase positive social emotional interactions between all district and community stakeholders, as well as respecting and celebrating diversity in our community and the world.

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. These curriculums have been provided through our ELA curriculum (Wonders), or through district purchased materials.
- Continued use of Sanford/Harmony, SuperFlex, SPOT Feelings (TK-1), and Choose Love Program
- Pilot of a Comprehensive School Counseling Program per legislative requirements
- Understanding the difference between a Student Incident and a Student Relational concern-Restorative Practices used before behavioral referral when possible
- Gator Tails PBIS support initiative
- Continue to implement new Health Curriculum
- SEL part-time staff support

PERSONAL CREATIVITY/STEM/STEAM

Goal

Provide students and families with a unique learning experience that will maintain a consistent school population.

Action Plan

Grapeview School District has the opportunity to provide an educational experience to students and families that is sometimes lost in the larger districts. The community feel of the district,

including smaller class sizes, more individualized attention and instruction, and professionals specifically dedicated to student learning and social emotional needs sets the district apart. In addition to these characteristics, 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:

- Title/LAP services
- SEL groups/mentoring
- Transitional Kindergarten Program
- After school athletics for all three seasons
- Scholastic Book Fair
- ASB
- Fine Arts
- Electives in Middle School, including Theater, Coding, Art, Debate, and Broadcasting
- Student Mentors
- STEAM Club
 - Currently exploring new STEAM/STEM possibilities

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 Transitional Kindergarten or Kindergarten that remain through 8th 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 ALL stakeholders.
- 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 improve our existing program to maintain our student enrollment.
- We will utilize our Student Support Team to continually monitor student data for areas of growth.
- We will celebrate our successes.