

Harriet Thompson Elementary School



School Improvement Plan 2016-2017

School Profile:

Grandview is a rural, agriculture community located in south-central Washington State. It is approximately equaled distant from both Yakima and the Tri-Cities communities. There are approximately 11,167 residents in the community, with most (92 %) being the Hispanic race. Over 29.9% of the population lives either in poverty or at low-economic level.

There are six public schools located in Grandview serving roughly 3,677 students K-12. Three are elementary level (grades P-5), one middle school level (grades 6-8), and two high school level (grades 9-12). One of the high schools, Compass High School is an alternative high school with a Contract Learning Center.

Harriet Thompson Elementary is continuing a mission to increase the academic achievement of students in all content areas while maintaining a safe and productive environment to facilitate student learning. Harriet Thompson Elementary has only been a Pre-school through 5th grade school for 10 years, this being the eleventh. Prior to that, the school served only 1st through 3rd grade.

Harriet Thompson Elementary has been a public school since it originally was built in 1949. It was built to accommodate the growing number of student enrollment. Another wing was added to the north end of the building. It was located on the corners of Euclid and West 2nd Street. The building, with its original 20 classrooms stood for over 50 years until the summer of 2003. It was completely demolished with the opening of a brand new Harriet Thompson Elementary in the fall of 2004. The new facility was part of a multi-million dollar school bond that passed in 2001. This bond allowed for complete renovation of two schools and the building of two new buildings. The new building has 30 classrooms. It includes a larger, improved library, a computer lab, kitchen, six workrooms, and has two adjacent playgrounds.

Many of the students at Harriet Thompson Elementary have a wide variety of activities they participate in. The community and schools also offer extracurricular activities such as karate, basketball, soccer, swimming, baseball, softball, and football.

In the 2014-2015 school year, Harriet Thompson acquired an assistant principal position. This includes numerous benefits including:

- Increased campus supervision
- Increased student support
- Increased paraprofessional support
- Increased teacher support
- **Increased parent outreach**
- **Increased assistance to students experiencing difficulties**

Our directional focus for the year is communicated in a culture vision statement created by staff, students, and parents via staff meetings, PLC meetings, and site council meetings.

Culture Vision

We are a united dedicated community that supports our diverse students to achieve their goals; to prepare them for the world by passionately encouraging them to strengthen their individual interests, skills and status by:

- Model qualities and characteristics that we hope to instill in our students
- Establish equity through intentional instructional practices such as complex instruction, high level questioning, and differentiated instruction
- Tirelessly persevere to maintain high expectations for all students

In addition, we are strongly promoting the concept of a growth mindset for the 2016-2017 school year. We believe in the power of a growth mindset to promote strong learning opportunities. The basic premise of a growth mindset is as follows:

Harriet Thompson Elementary School considers a **growth mindset** to be a key factor in determining the success of students. This means that we have confidence that any student who **pursues** their goals with **hard work, perseverance, and determination** will be successful. We reject the claim that some students are good at math or reading and others are not. We believe that all students have the **capacity** to learn difficult and **challenging** concepts if they invest **time, energy, and effort** to master those concepts



TEN COMPONENTS OF A SCHOOLWIDE PROGRAM

COMPONENT 1: COMPREHENSIVE NEEDS ASSESSMENT

Data sources *(Identify data sources (includes External Needs Assessment [CEE or BERC], Internal Needs Assessment)*

- OSPI Report Card
- 2015-2016 SBA
- ELPA21

Student Demographics *(Demographics-overview of school)*

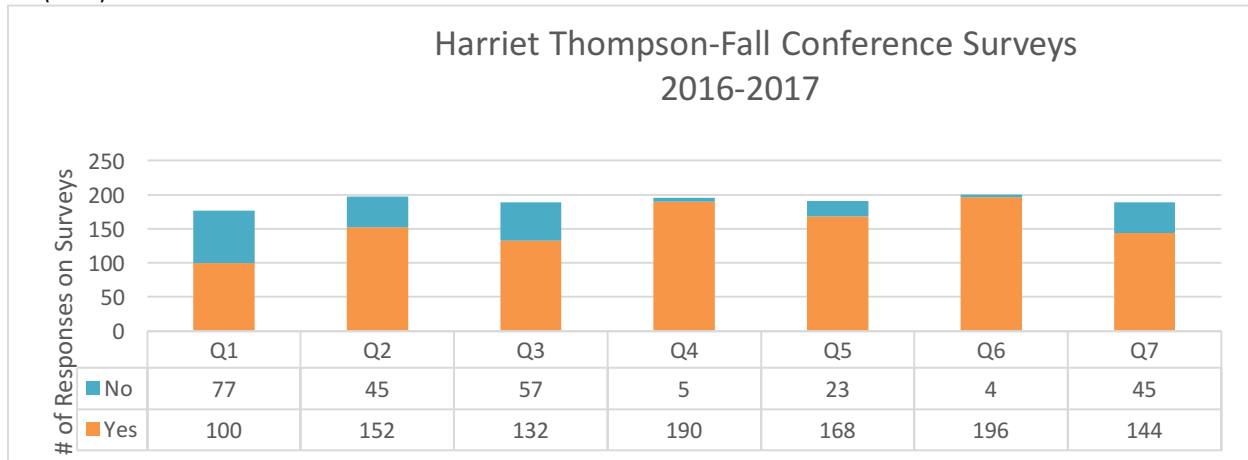
Enrollment		
October 2015 Student Count		3,703
May 2016 Student Count		3,677
Gender (October 2015)		
Male	1,843	49.8%
Female	1,860	50.2%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	3,406	92.0%
American Indian / Alaskan Native	1	0.0%
Asian	3	0.1%
Black / African American	2	0.1%
White	279	7.5%
Two or More Races	12	0.3%
Special Programs		
Free or Reduced-Price Meals (May 2016)	2,949	80.2%
Special Education (May 2016)	489	13.3%
Transitional Bilingual (May 2016)	1,301	35.4%
Migrant (May 2016)	420	11.4%
Section 504 (May 2016)	20	0.5%
Other Information (more info)		
Unexcused Absence Rate (2015-16)	2,391	0.6%
Adjusted 4-Year Cohort Graduation Rate (Class of 2015)		65.9%
Adjusted 5-year Cohort Graduation Rate (Class of 2014)		75.0%
<u>College/University enrollment rates of graduates</u>		

Perceptions/directional focus of program (includes Staff, Student, and Parent/Family Surveys) Total of 179 surveys completed

Harriet Thompson Fall Conference Parent Survey Questions and Results

2016-17 Harriet Thompson Elementary SIP

1. Are you familiar with Title 1 and Learning Assistance Program (LAP) Services?
2. Are you familiar with your school's parent involvement plan or school parent compact?
3. Have you been invited to give input/help in the planning process at your child's school?
4. Does your school communicate with you about your child's progress?
5. Have you received helpful material that promotes parent involvement at home which will encourage and support your student?
6. Do you feel confident that you can contact teachers or other staff at your school with concerns you have about your child's progress?
7. Would you like more opportunities for involvement with the Title I and Learning Assistance Program (LAP) services?



School Initiatives based on school staff recommendations:

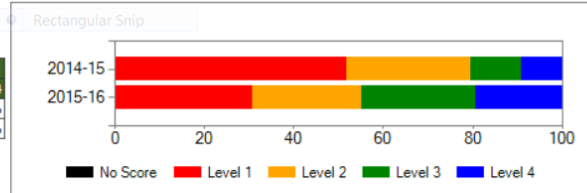
- May 13th and 27th Staff Professional Development
- PLC Leaders facilitated the P.D.
 - Initiatives
 - Created an outline that will guide the course of action
 - Language Development
 - Attendance
 - PLCs
 - Differentiation
 - Data analysis
 - Growth Mindset
 - Parent Involvement
- 12 Norms of a school that need to be strong in order to create a healthy school culture
 - Review/analyze/categorize staff feedback – exit tickets
 - An outline was created to guide the course of action
 - Task – Who is responsible – Resource Available – Support Needed – Documentation/Evidence/ Timeline

Data Analysis: *(Data analysis-outcome based performance over time for “all students” group and subgroups)*

3rd, 4th, and 5th Grade SBAC 2015-16 scores

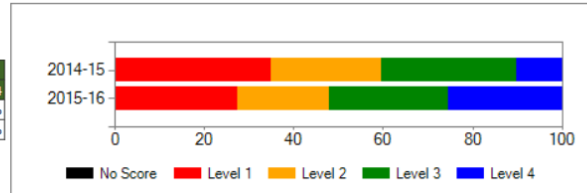
Grade 3 Students Scoring in Each Level
English Language Arts 3rd Grade

School Year	Did Not Meet Standard			Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4	
2014-15	0.0%	51.1%	27.2%	11.3%	9.0%	
2015-16	0.0%	30.6%	24.4%	25.5%	19.3%	



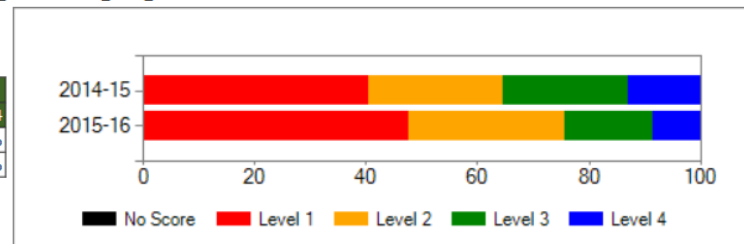
Math 3rd Grade

School Year	Did Not Meet Standard			Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4	
2014-15	0.0%	34.8%	24.7%	30.3%	10.1%	
2015-16	0.0%	27.5%	20.4%	26.5%	25.5%	



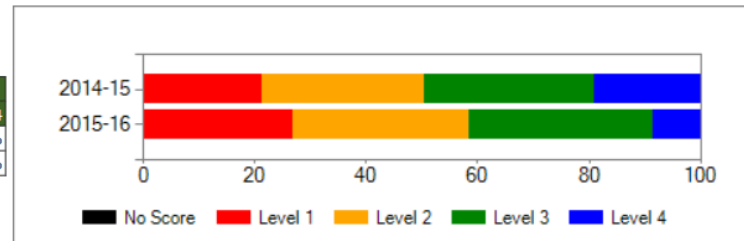
Grade 4 Students Scoring in Each Level
English Language Arts 4th Grade

School Year	Did Not Meet Standard			Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4	
2014-15	0.0%	40.4%	24.2%	22.2%	13.1%	
2015-16	0.0%	47.5%	28.0%	15.8%	8.5%	



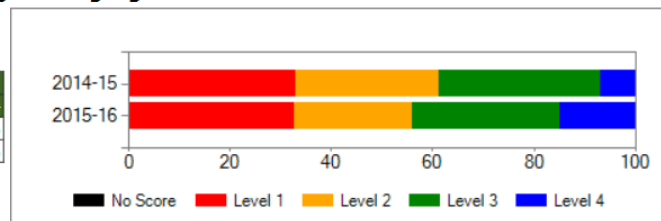
Math 4th Grade

School Year	Did Not Meet Standard			Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4	
2014-15	0.0%	21.2%	29.2%	30.3%	19.1%	
2015-16	0.0%	26.8%	31.7%	32.9%	8.5%	



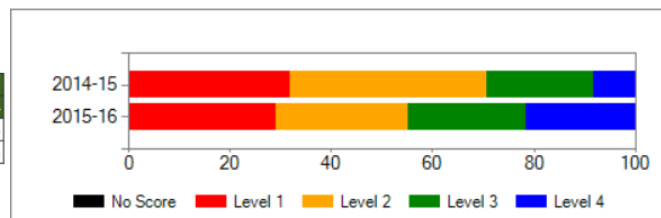
Grade 5 Students Scoring in Each Level
English Language Arts 5th Grade

School Year	Did Not Meet Standard			Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4	
2014-15	0.0%	32.9%	28.2%	31.7%	7.0%	
2015-16	0.0%	32.7%	23.3%	28.9%	14.9%	



Math 5th Grade

School Year	Did Not Meet Standard			Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4	
2014-15	0.0%	31.7%	38.8%	21.1%	8.2%	
2015-16	0.0%	28.9%	26.1%	23.3%	21.4%	



Overall ELPA21 2015-16 Assessment Level Scores

HT				
1	2	33	4	
2	1	43	7	
3	1	32	13	
4	3	28	15	
5	1	28	5	
K	10	28	2	
Totals	18	192	46	256
	7%	75%	18%	

Trend Data for EL's Summary

- Preliminary scores do not include new students that have transferred in and/or out of our building. These numbers will change to represent our current ELL student count of 261 ELL students as of 2016-17.

SY 2015-16 Grade	Emerging (Level 1)	Progressing (level 2)	Proficient (Level 3)
Kinder	10	28	2
1 st grade	2	33	4
2 nd grade	1	43	7
3 rd grade	1	32	13
4 th grade	3	28	15
5 th grade	1	28	5
Totals	18	192	46
256 ELL students	7%	75%	18%

Actions based on the findings: (*Ongoing monitoring of program*)

Based on what we have learned from the data that has been gathered through both assessments and survey sources we are making the following program adjustments:

- Provide reading tutoring
- Provide ELL tutoring
- Continue monthly site based council meetings (1st Tuesday of each month)
- Continue parent nights
 - Math
 - Reading
 - Science
 - TBIP
 - Time to Teach
- Provide targeted language instruction to EL students through the EL Achieve program
- Provide targeted instructional training to teachers through the EL Achieve program

Ongoing monitoring of program:

- Fountas & Pinnell reading assessments/LLI progress monitoring
- Interim math assessments
- Interim literacy assessments
- TBIP assessments
- SIL-Spanish intervention
- Perception Surveys
- Learning Walks

- ELD- Self-reflection tool

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

Harriet Thompson Elementary continually strives to deliver the finest instruction possible. As such, we recognize the need for continuous improvement and reform. We employ several tools to achieve these measures including Intervention systems, schoolwide goals, and research based instructional strategies.

Intervention Systems:

- Leveled Literacy Intervention (Literacy)
- Morning/Afternoon Tutoring (Literacy)
- Morning/Afternoon Tutoring (Math)
- Morning/Afternoon English Language Development Learning Tutoring
- Walk to Intervention (Literacy)
- Review Repair (Math)
- Routines (Math)
- Number Talks (Math)
- Ongoing student data analysis in PLC's
- SIL – Spanish Intervention
- Strategy Groups

Measurable Goals for School wide:

- Language Acquisition
- Professional Learning Communities / Growth Mindset
- Differentiation / Data Analysis
- Parent Involvement
- Attendance

Instructional Strategies Based on Scientifically based Research/Timeline of activities

- Our instruction in math is based on the concept of conceptual understanding as opposed to operational and algorithm based instruction. All instruction is in units designed to meet the CCSS and professional development is continual and ongoing. In general instruction is based on the complex instruction model of small groups and group roles being used.
- From 2004-05 to 2014-15, the increase in reading and math scores largely results from the quality of instruction the students are receiving, in addition to the action plan written in the previous school improvement plan. With the advent of the SBA we have begun a new level of assessment that is difficult to compare with the MSP. Our new data has become our baseline and we will be able to watch our improvement through a new lens. Combined with the professional development for the teachers, the Harriet Thompson staff is now working more in-depth with the instructional materials. The district brought in a reading and math content specialist to provide training and more time for teachers to work collaboratively. The action steps in our plans for both reading and mathematics are modeled after the district plan, therefore meeting both the district's requirements and achieving the Harriet Thompson goals in reading and math.
- For the 2015-17 school year, our K-5 teachers will be implementing the *EL Achieve* Program to our English Language Learners. The program is designed to provide specific

2016-17 Harriet Thompson Elementary SIP targeted language instructions to students who need language support. There is a strong professional development component to the program and the teachers and administration who are involved are becoming experts in English Language instruction. In addition, those staff members not directly involved in the project are experiencing benefits from the new expertise gained by participating staff members. The new information is being disseminated through our PLC's and staff trainings.

- In addition to our specific work in math, literacy, and EL, we have implemented many additional reform strategies:
 - Guided Reading Groups
 - Conferencing/Strategy Groups
 - Review/Repair (Math)
 - Routines and Number Talks (Math)
 - English Language Development (ELD)

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED STAFF

Harriet Thompson Elementary currently houses 620 (11.28.16) students between Pre-school and 5th grade. The school has 33 classroom teachers of whom 45.2% have at least a Master's Degree. The 33 teachers also have an average experience of teaching of 9.6 years.

All of the Para educators working at Harriet Thompson are highly qualified. In addition, Harriet Thompson staff works in grade level teams to expand learning opportunities for students and draws on the strengths of the teaching staff. Also teachers participate in district led ongoing professional development opportunities. This strengthens the skills and content knowledge of staff providing instruction for students by highly qualified trained personnel.

ESEA Title I, Part A
Section 1119 Qualifications for Paraprofessionals
Verification of Compliance-Principal Attestations

The Elementary and Secondary Education Act (ESEA) states in Section 1119(c) that each school district shall require the principal of each school operating a program under ESEA Section 1114-Schoolwide Programs or Section 1115-Targeted Assistance Schools attest annually in writing that the school is in compliance with the requirements of Section 1119 in meeting personnel requirements for paraprofessionals. In addition, copies of attestations shall be:

1. Maintained at each school operating a Schoolwide or Targeted Assistance Program.
2. Maintained at the main office of the school district.
3. Available to any member of the general public upon request.

Requirements of Section ESEA 1119-Paraprofessionals

- All paraprofessionals funded with Title I, Part A funds or employed in a Title I, Part A Schoolwide Program and assisting with instruction must meet one of the following requirements:
 1. Two years of study at an institution of higher education. The institution you choose must meet five criteria of the Higher Education Act, Section 101(a). All classes must be at level 100 or higher.
 2. Associate degree or higher. All associate degrees are acceptable.
 3. Pass the ETS ParaPro Assessment. The assessment measures skills, and content knowledge related to reading, writing and math. Contact ETS 800-772-9476 or visit ETS ParaPro Assessment.
 4. Washington paraprofessional portfolio or apprenticeship program-completed previously. Those meeting the apprenticeship requirements must present a journeycard or certificate. The portfolio and apprenticeships are no longer offered for enrollment, however the Office of Superintendent of Public Instruction will continue to honor this pathway.
- All paraprofessionals working in a Title I, Part A funded program, including a Title I, Part A Schoolwide Program, have earned a high school diploma or its recognized equivalent.
- Title I, Part A paraprofessionals are not assigned a duty inconsistent with duties outlined in Section 1119.
- Paraprofessionals work under the direct supervision of a teacher, consistent with Section 1119.

Statement of Verification of Compliance with Section 1119 Paraprofessional Qualification Requirements
Check one below and obtain all required signatures.

_____ attest that all paraprofessionals funded by Title I, Part A in my targeted assistance building meet the provisions of ESEA Section 1119-Qualifications for Paraprofessionals for this school year.

☒ I attest that all paraprofessionals in my Title I, Part A schoolwide building meet the provisions of ESEA Section 1119-Qualifications for Paraprofessionals for this school year.

_____ I attest that NOT ALL paraprofessionals in my Title I, Part A school meet the provisions of ESEA Section 1119-Qualifications for Paraprofessionals for this school year and the issue will be resolved by working through the district's Human Resource office or other district staff responsible for this provision.

Harriet Thompson
(Principal's Signature)

Matt M...
(Human Resource Office Staff Signature)

Grandview
(District Name)
9/16/16
(Date Signed)
9/16/16
(Date Signed)

Attestation Form Updated June 2016

COMPONENT 4: PROFESSIONAL DEVELOPMENT ACTIVITIES

- El Achieve program
- ESD 105 Support Systems
- Data Analysis with building Leaders
- Coaching Cycles with Instructional Coaches
- Intentional Teaching Strategies in Math and Literacy
- Systematic approach to roll out units to teachers
- School/district implementation of balanced literacy in grades K-5 with full implementation of CCSS in K-5.

Harriet Thompson Elementary are supported by the district Title II part A Teachers Training & Recruiting Fund in addition to the following teacher recruitment strategies:

- 11/16/2016 Grants – Grants Writer

219 Title II, Part A Teacher & Principal Training & Recruiting Fund
Fiscal Year: 16-17
Milestone: Final Approval Send (Printed 11/16/2016)

District: Grandview School District
Organization Code: 30200
ESD: Educational Service District 105

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(For OSPI Use Only)	
Approved By: Pat Smithson	Approval Date: 7/13/2016

ALL DISTRICTS ARE REQUIRED TO COMPLETE THIS APPLICATION PAGE REGARDLESS OF THEIR INTENT TO PARTICIPATE IN TITLE II, PART A FUNDS.

Title II, Part A

Primary Contact Name: Matt Mallery
Primary Contact Phone: 509-882-6519
Primary Contact Email: mmallery@gsd200.org

Title II, Part A Overview

 - School districts must notify parents of students in Title I, Part A buildings that they have the right to request information regarding the professional qualifications of their child's or children's classroom teachers ([see 111A\(1\)\(b\)\(A\)](#)).
 - Various strategies are implemented to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers [see 111A\(c\)\(1\)\(U\)](#).

Component 1: Trends in Teacher Demographics

Does the district experience teacher shortages? Select

In which program areas?	
<input type="checkbox"/> Alternative Education	<input checked="" type="checkbox"/> ELL/Bilingual
<input checked="" type="checkbox"/> General Education	<input type="checkbox"/> Reengagement Schools (Open Books 141a)
<input checked="" type="checkbox"/> Special Education	
In which content areas?	
<input checked="" type="checkbox"/> Dance	<input checked="" type="checkbox"/> Elementary Education

Printed: 11/16/2016 4:17 am url:https://ospi.wa.gov/Forms/GetForm.aspx?formid=219&formname=Title%20II%20Part%20A%20Teacher%20and%20Principal%20Training%20and%20Recruiting%20Fund%20Application%20Form%20-%20Final%20Approval%20Send%20Form%20-%20Printed%2011%2F16%2F2016

Harriet Thompson has and continues to provide opportunities for parental involvement in a variety of content areas:

- 10

- Open House – Family Night
 - 10/5/16
- Meet Your Teacher Day
 - 8/24/16
- Student/Parent/Teacher Conferences
 - 11/2-4/16 – 3/30-31/2017
- Teacher Newsletters
- School monthly newsletter
- Edulink School messenger news
- Student planners
- Parent emails
- Bulletin Board Ribbon Race – between grade levels
- Attendance – Information meetings
- Attendance Sandwich boards outside school door
- Home visits

COMPONENT 7: TRANSITION PLANS FOR PRESCHOOL AND BETWEEN GRADE LEVELS

Transition among outside agencies and families is set up to identify and provide families and children a smooth transition from one setting to another.

- Inspire Learning Center, other outside agencies, and Harriet Thompson will continue to meet and share information regarding transition of students.
- Early registration for preschool provides opportunities for parents to discuss special needs (classroom placement, special programs – Language, Speech, and Special Education) of their students with school staff.
- Classroom teacher meet in June to choose the best placement for students in the Fall to aid in transition to next grade level
- McClure, Arthur H. Smith, and Harriet Thompson Elementary personnel will continue to meet annually in the spring to discuss transition of Special Education Pre School students exiting to Kindergarten in their boundary schools.

Kindergarten registration and orientation will provide the necessary information for families to support their child's entry to school and/or transition from Pre School to Kindergarten.

- Moving on-up a grade level assembly – Preschool Graduation
- WAKid Parent Surveys and student data recorded to help place students in Kindergarten classes
- Migrant Summer Pre-K Jump Start Program
- Summer school
- WEB (where everybody belongs) supporting 5th grade students transitioning into the middle school environment through mentoring activities with 8th grade students
- Middle school orientation for 5th graders in April
- Kindergarten Home visits

The collaboration between these entities will result in the following benefits for transition efforts:

- Improved instructional programs
- Higher quality, better decisions

- Increased staff and community support for decisions
- Improved communication and trust
- Greater resource accountability and management

COMPONENT 8: Teachers Included in Assessment Decisions

Evaluation and assessment at Harriet Thompson are addressed and discussed in the following ways:

- Grade/District Level Meetings
- Instructional Support Team
- Reading and Math Leadership Teams
- PLC's and PLC Leadership Team
- Site Based Committee Meetings
- School and District Improvement Plan Meetings
- Teachers will use various assessments in their student growth goals that are included in teacher evaluations/TPEP based on the Danielson Framework.

(Analysis of assessments) (Monitoring of student progress) (Accountability for results and continuous improvement)

Reading F&P, Smarter Balanced Assessment (SBA), Classroom Based Assessments-Music/P.E., Physical Education and English Language Proficiency Assessment (ELPA21) Annual Test as rolled out to in staff year opening.

COMPONENT 9: Provide Assistance to Students Experiencing Difficulty

Additional Assistance may include but is not limited to the following:

- Interventions based on F&P data as well as multiple sources of data.
 - Students are tested in the fall, winter, and spring to receive a Fountas and Pinnell letter. Students who are below grade level receive Leveled Literacy Intervention systems to bring them up to grade level while students at or above grade level continue with independent reading.
- Morning Math Tutoring
- ELL K-5 Tutoring
- LAP Reading Summer School Program (students not at grade level F&P)
- Special Education Extended School Year
- Leveled Literacy Intervention (Literacy)
- Review Repair (Math)
- Routines (Math)
- Number Talks (Math)
- ELD

COMPONENT 10: Combining Funds in School wide Programs

Program	Amount Available	How the intents and purposes of the program will be met
Basic Education and Local Levy	\$3,011,743	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support Intents/Purposes: Basic education funds are combined to support the activities listed above as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p> <p>After school programs, additional in class assistance, and small group pull out, when needed, to reinforce grade level state standards.</p>
Title I, Part A	\$69,198	<p>Intents/Purposes: To help students at the greatest risk of not meeting state standards (GLE's and CCSS), particularly in reading and math, kindergarten through 12. Funds may also be used for preschool programs and support targeted professional development for teachers in reading and math and school improvement activities as aligned with Title I school improvement plans.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, additional in-class assistance, small group pull out, when needed, to reinforce grade level specific state standards in reading, math, writing, and science; targeted professional development for instructional staff to raise their level of effectiveness as educators; parental involvement activities; transition activities; and supplemental materials.</p>
Total	\$3,080,941	

Coordination and integration of other Federal, state, and local services and Programs:

- State and/or Federal Special Education
- Transitional Bilingual
- Migrant
- Title II- A
- Learning Assistance Program - State