

Grapeview School District

2024-2025 School Improvement Plan



Grapeview Learning Leadership Team

10/01/2024

ACADEMIC ACHIEVEMENT

Introduction

The 2024-2025 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. As a schoolwide Title I Plan, we use Renaissance Place Universal Screeners to identify student needs and track student growth.

Hypothesis

This year the school district has reliable data from two sources that can be utilized to formulate our hypothesis. Spring 2024 Smarter Balanced Assessment data, as well as our Renaissance assessments, is being utilized, based on grade level and available data.

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 SBAs 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- Comprehensive Needs Assessment

Utilizing standard reports downloaded from Renaissance Place, the team worked to determine which growth goal was appropriate for our groups of students. We also used Smarter Balanced assessment data for grades 3-8 to identify student supports. Based on State Report Card data, we are addressing concerns in student achievement for our students receiving special education services in reading and math. This concern in our data is being addressed through more frequent interims where our students with learning needs are utilizing and becoming more familiar with their accommodations.

Using Renaissance Place data, we are setting an annual grade level growth in both Reading (ELA) and Math. This is determined on greater than a year's worth of growth, and a movement of achievement levels in the growth and scale scores.

Annual Grade Level Growth Goal: Based on national data, students will grow by one or more Grade Level Equivalent in ELA and Math through the Renaissance Place GLE from September 2024 to June 2025 in each assessed grade. Furthermore, as a school district, our goal is to expand our Student Growth Percentile at or above 50% in ELA and 50% in Math.

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 has a data folder that includes learning goals at a middle school level, and progress monitoring tracking at an elementary level.

Washington Student Growth Percentile is defined:

Washington uses student growth percentiles (SGPs) to measure growth in students' Math and English Language Arts skills from one grade to the next. Student growth percentiles compare students in the same grade level with similar scores in previous years and measure their performance relative to those students. A student with a 40 SGP had growth greater than 40% of students with a similar test score in an earlier grade. For a school, the middle or median SGP in a specific subject and grade level is the school's score for the measure.

Data

Gd	ELA	Math
TTK	Please see General TK Goal Below	Please see General TK Goal Below
K	STAR 2024: PK.9 STAR 2025:	Early Literacy and Numeracy Combined
1st	STAR 2024: 0.6 STAR 2025:	Early Literacy and Numeracy Combined
2nd	STAR 2024: 1.6 STAR 2025:	STAR 2024: 1.4 STAR 2025:
3 rd	STAR 2024: 3.7 STAR 2025:	STAR 2024: 3.0 STAR 2025:
4 th	STAR 2024: 3.8 STAR 2025:	STAR 2024: 4.1 STAR 2025:
5 th	STAR 2024: 5.4 STAR 2025:	STAR 2024: 4.4 STAR 2025:
6 th	STAR 2024: 7.7 STAR 2025:	STAR 2024: 7.6 STAR 2025:
7 th	STAR 2024: 7.1 STAR 2025:	STAR 2024: 6.4 STAR 2025:
8 th	STAR 2024: 9.8 STAR 2025:	STAR 2024: 9.3 STAR 2025:
Goal	Level of <u>growth</u> greater than one year in GLE for each grade level. Level of <u>Student Growth Percentile</u> for SBA at/or above 50%	Level of <u>growth</u> greater than one year in Grade Level Equivalent. Level of <u>Student Growth Percentile</u> for SBA at/or above 50%

Results

We will review the results of the June Renaissance Place assessments for grades kindergarten through 8th grade, and the spring SBA scores for grades 4-8 to see if our students met the Student Growth Goal that we targeted for June 2024 in ELA and Math.

Specific Achievement Goals

ELA

2024-2025 Objectives:

Transition To 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 8th Grade will achieve greater than one year of Grade Level Equivalent Growth in Renaissance Place ELA Assessments from September 2024 to June 2025.

Our District Wide ELA Growth Goal is to see SBA ELA Student Growth Percentile at or above 50%.

MATH

2024-2025 Objectives:

Transition To 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 achieve greater than one year of Grade Level Equivalent Growth in the Renaissance Early Literacy Assessment. The Early Literacy assessment includes Early Numeracy and Number Sense components. Grade 1 will take the Star Math test in winter and spring to show greater than 0.5 years of growth.

2nd through 8th Grade will achieve more than one year of Grade Level Equivalent Growth in Renaissance Place Math Assessments from September 2024 to June 2025.

Our District Wide ELA Growth Goal is to see SBA Math Student Growth Percentile at or above 50%.

SCIENCE

2024-2025 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

3-8: All students will receive at least 50 minutes a week specifically working in STEAM subjects. We are currently using the STEM kits provided by the Puget Sound Naval Shipyard and the FOSS science kits to ensure hand-on, problem solving instruction during this designated time for 3-5 grades. Middle School uses the FOSS kits and Genius Hour Program. All grades will continue to utilize NGSS aligned FOSS curriculum focusing on disciplinary core ideas, science and engineering practices, and crosscutting concepts.

K-8: All paraeducators are following a push-in model for intervention. The paraeducators spend about 75% of their time working in the classroom with the classroom teachers and only about 25% 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.

Transition To Kindergarten and Kindergarten: Receives para-educator push-in time in morning and afternoon. 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 are assigned WIN Goals (What I Need) in both ELA and Math to support targeted intervention based on the Renaissance Place Assessment fall data, AND previous SBA Spring data. The 6th-8th grade students 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 WIN classes and are reviewed and monitored monthly to ensure they are on track.

6-8 grade students have WIN classes Tuesday through Thursday 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. The students have data driven work assigned to them based on their area of greatest struggle.

Equity and Inclusion

All Grade Levels: All instructional staff is receiving Professional Development in Universal Design for Learning and Inclusionary Practices to support all students in providing access to the learning. Inclusionary Practice through UDL ensures all students, at all learning levels, and from all backgrounds, have equitable access to the instruction. This is an on-going professional development to support Best Practices. All students with learning needs who receive specialized education services are more frequently using the TIDE SBA testing site with their required accommodations to ensure they are successful and familiar with the platform.

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. Classroom teachers will continue the practice of newsletters and informational emails. The district will also continue to maintain community events, such as the following:

- Collaborative Events with PTSO (Halloween Carnival Trunk R Treat, Holiday Bazaar, Lunch With Loved Ones)
- Scholastic Book Fair tied in with Reading Night in March
- Family Teacher Conferences each semester-adding additional evening date to

- accomodate families
- Winter and Spring Concerts
- Middle School Musical Performance in January
- Volunteer programs, including WATCH Dogs, library volunteers, 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

Students in 1st-8th grade will complete the MySaebrs Social, Academic, Emotions risk assessment through Renaissance Place to determine their risk level in SEL. This data will inform SEL MTSS grouping for SEL interventions using the Character Strong curriculum Tier Three instruction. Teachers have been trained in Character Strong Social Emotional Curriculum. We are increasing our Professional Development opportunities for the staff. This program aligns with our monthly themes that correlate to our Gator Tail Tickets. These programs also align to our Great Gator Posters of Safe, Responsible, and Respectful students. These posters are in every classroom, common area, and hallways.

In addition:

- All teachers will complete the SEL curriculum during their Homeroom, Health, or SEL times. These curriculums have been provided through our ELA curriculum (Wonders), or through district purchased materials in Character Strong.
- Comprehensive School Counseling Program per legislative requirements (subject to qualified hire)
- 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 MTSS intervention groups

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 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:

- STEAM Classes
- Title/LAP services
- SEL groups/mentoring
- Transition To 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

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 and create supports for larger classes.
- We have many choice students, we have many parents who want their children here.
- We have a strong base of students from Transition To 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.

OPPORTUNITIES FOR GROWTH

- We will continue to find new and creative ways to celebrate all our success; students and staff.
- 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.

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024–25)

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Provides for additional collaboration time to support science of reading and core phonics, math instruction, writing instruction, PLC and PD training, and reading comprehension strategies.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Provides for additional teaching services in targeting interventions, additional instructional time focused in Science, Technology, Engineering, and Math
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders. REAP	REAP funds to support additional certificated interventionist for K-8 Science of Reading support.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	N/A
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology. REAP	REAP funds to support additional certificated interventionist for K-8 Science of Reading support.