

OSPI School Improvement Plan 2024–2025

Building data

Please provide your school district and building name below.

School District: Selah School District
Building Name: Robert Lince Early Learning Center
School Code: 5232
Date: 10/8/2024

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

Needs Assessment Summary

Annual Evaluation Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan. In August 2024, our leadership team convened to review the previous year’s data as part of the Comprehensive Needs Assessment process. This data was presented to all staff during our first professional development session, fostering collaboration and gathering valuable feedback. By the end of September, the leadership team reconvened to analyze the findings and establish two key schoolwide goals: one focused on literacy and the other on PBIS. To align with these objectives, teachers worked with students to set individual goals. These schoolwide goals were shared with parents during October conferences, where their input and feedback helped refine our approach. We continue to prioritize parent engagement, with events like February’s “Coffee with the Principal,” structured as an advisory meeting. These sessions provide opportunities for families to share their perspectives, discuss priorities, and collaborate on shaping their children’s kindergarten experience. Our Needs Assessment identified two main priorities for our Preschool and Kindergarten students: literacy and PBIS. Achievement data shows that students arrive with similar reading and social skills, and we did not notice any disproportionality in any of our subgroups in the data.
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SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2024–2025 SMARTIE Goal #1:

ELA Baseline Data: According to the 2024 Fall WaKids Letter Sound baseline data, 17% of our incoming Kinder students were at end of year benchmark, 5% of our incoming 4 Year Old students were at end of year benchmark, and 23% of our 3 year old students were at end of year benchmark.
ELA Goals: 80% (ML: 80%) of Kinder and 50% PreK students will score CORE by February 13, 2025 on the WaKids Letter Sound assessment.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Designate a schoolwide 45 minute block for reading interventions, remediation or enrichment activities for Kinder students.	LS/Blending PM Data	PM Every Month	Teachers, Principal	Remediation Curriculum, Push in support from Specialists, CSL meetings, Paras
Letter Sound Data/ Blending Monthly data cycles to review specific strategies implementing and to adjust intervention groupings based on results (CSL).	All staff review LS/Blending Data	PM Every Month	Teachers	Remediation Curriculum, Push in support from Specialists, CSL meetings, Paras

Funding Matrix: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Title I Paras (Title I: 33K & LAP: 40K) and Certificate Interventions (BEA) support for intervention, ML Interventionist (ML: 64K)
2. LAP HP (Friday meetings where we prioritize instruction aligned with standards and utilize supplemental curriculum to address student needs. These funds are also used to facilitate classroom walkthroughs, enabling teachers to observe and learn from peers in other classrooms and buildings. We allocated 30K to support these efforts.)

SY 2024–2025 SMARTIE Goal #2: By December 4th, 2024, we will reduce the “other” category referral type from 79 (PK:48 K:31) last year to 40 (PK & K) this year. Currently we are at 9 “other” category referrals in SWIS. Reduce the Physical Aggression Category Referral Type from 117 to 95 by March 21, 2025.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
SWIS Training for Teachers	SWIS data review	Oct.- Dec. 2024	Sara/Team	SWIS Entry System
Committee work to define “major” & “minor”	SWIS data review	Oct.- Dec. 2024	PBIS Team	Professional Development
Kelso’s Choice Lessons focusing on Physical Aggression	SWIS data Review	January-February	Stephanie Erickson	Kelso’s Choice Curriculum
PD for teachers around Physical Aggression and preventative measures	SWIS data Review	TBD	Irina & Sara	TBD
School Wide Celebration	SWIS data Review	March	Irina	PTO and Stone Church
Golden Ticket Data	SWIS data Review	Daily	Sara	PTO Funds

Viking Store

SWIS data Review	once a month	Destiny	PTO Funds
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Funding Matrix: List and describe funding amount(s) and source(s) associated with the activities described above.	
1.	LAP—Interventionists – Behavior Interventionist 1 (LAP: 64K) and Behavior Interventionist 2 (LAP: 121K)
2.	Title – Parent Engagement friends for SEL/PBIS/Attendance Night