OSPI School Improvement Plan 2024–2025

Building data

Please provide your school district and building name below.

School District: Selah School District
Building Name: John Campbell Primary
School Code: 5383
Date: 10/24/2024

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.

During an annual evaluation, the Building Leadership Team (BLT) looked at IRLA/ENIL from previous spring to identify kids for Cohort 1 that will start groups early (Sept. 16). Groups for all students will begin on September 30. There are two academic intervention blocks, math and reading GO Time, where students get what they need. BLT decided on a focus of accelerated growth for students that are more than a year behind.

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 2023–2024 SMARTIE Goal #1 (GOLD): 80% of students one or more years behind in reading will make accelerated growth as measured by progress monitoring data and spring iReady stretch growth.

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
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*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?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
GO Time Intervention Groups of 5 or less when possible	progress monitoring: progression assessments Iready	5X per week/30 minutes 9 week cycles	PLC Teams Interventionists	Instructional materials Intervention best practice

*accelerated growth is more than a year's growth

Funding Matrix: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Academic Interventionist is LAP HP funded
2. ML Interventionist LAP and TBIP funded

SY 2024–2025 SMARTIE Goal #2 (GOLD 2): 80% of students one or more years behind in math will make accelerated growth as measured by progress monitoring data and spring iReady stretch growth.

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
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*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?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
GO Time Intervention Groups of 5 or less, when possible	progress monitoring: progression assessments/data sheet Iready	4X per week/30 minutes 9 week cycles	PLC Teams Interventionists	Instructional materials Intervention best practice PD

*accelerated growth is more than a year's growth

Funding Matrix: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Academic Interventionist is LAP HP funded and ML Interventionist LAP and TBIP funded.

SY 2023–2024 SMARTIE Goal #3 (BLUE): By June 2025, reduce the number of students receiving 2+ major referrals in a month's time by 25% (Baseline 21 students in Sept. 2024).

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
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*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?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Small SEL Groups/Lunch groups Classroom based small groups SEL skills embedded throughout the day Restorative Process CI/CO	Behavior Referrals	4X per week 9 weeks	PBIS Interventionist Classroom teachers/Core	SEL Standards Kelso's Choices Second Steps Intervention best practice
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Funding Matrix: List and describe funding amount(s) and source(s) associated with the activities described above.
1. PBIS Behavior Interventionist
2. Click or tap here to enter text.