# *OSPI School Improvement Plan 2024–2025*

## Building data

Please provide your school district and building name below.

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| **School District:** Selah School District |
| **Building Name:** Selah Intermediate School |
| **School Code:** 5384 |
| **Date:** 6/29/23 |

## 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

**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 a building leadership team meeting, grade level reps looked at data sets for: ELA, Math, and Attendance and broke it down by programs, demographics and gender. Themes were gathered and then leaders led the process for the whole staff to develop building wide themes. Staff then followed it up by filling out a planning tool and survey. The themes that came out for staff were that ML students and SPED students are showing the most gaps in growth data for both ELA and Math.

**Evaluation of 24–25 Needs Assessment**

The data review emphasized systemic gaps impacting specific student groups. The identified disparities informed the development of our SMARTIE goals and targeted interventions. Our team prioritized these gaps by reviewing equity in resource distribution, instructional practices, and support systems. We also examined cultural and linguistic considerations to ensure all students receive appropriate and effective support.

**Planned Actions for Addressing Identified Needs**

1. **Data-Driven Instruction:**
   - **Action:** Strengthen data-informed teaching practices through bi-weekly meetings focusing on student progress in ELA and Math
   - **Measure:** Use formative assessments, iReady data, and School Pace to track individual and group progress.
   - **Support:** Provide professional development on strategies that support the needs of students, specifically around those that are showing disparities in their growth..
2. **Enhanced Intervention Cycles:**
   - **Action:** Expand targeted intervention cycles in both ELA and Math, utilizing six-week cycles with regular progress monitoring.
   - **Measure:** Monitor achievement using IRLA and formative assessments aligned with grade-level goals.
   - **Support:** Equip staff with the tools and training necessary to deliver Tier I and Tier II interventions effectively.
3. **Equity in Resources and Instruction:**
   - **Action:** Implement Universal Design for Learning (UDL) principles to provide equitable access to curriculum materials for ML and SPED students. Provide PD around inclusive practices and revisiting our standards.

    - **Measure:** Evaluate the impact through student engagement, classroom walkthroughs, and feedback from stakeholders.
    - **Support:** Offer grade-specific professional development focusing on scaffolding and differentiation.
4. **Focus on Inclusion and Collaboration:**
    - **Action:** Foster collaborative planning between monolingual and dual-language teachers to share strategies for ML student success.
    - **Measure:** Use feedback surveys and attendance data to assess the success of collaborative sessions.
    - **Support:** Weekly meeting opportunities for staff to co-plan and share effective practices.
5. **Family and Community Engagement:**
    - **Action:** Increase family involvement by hosting workshops that explain academic expectations and provide resources for supporting students at home. This is around reading, math, science and behavior.
    - **Measure:** Track family attendance at events and collect feedback to gauge effectiveness.

## 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: By the end of the 23-24 school year 80% of the students in grades 3-5 who are 2 or more grades below in reading will improve their reading skills by one grade level to make substantial progress toward grade level proficiency through targeted interventions as measured by iReady,  using appropriate accommodations and resources to support reading 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?*<br><br>*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?*<br><br>*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?*<br><br>*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.)?* |

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| **MTSS:** Walk to Read, 6 week targeted intervention cycles. | IRLA & ENIL (classroom based assessments) | 6 week cycles | Sarah Hansen | Professional Development<br>• Building wide understanding of building blocks<br>• Targeted PD for each level of student groups<br>• New teacher literacy training<br>• Monthly opportunities for strategy based PD for each unit<br>Ensuring all staff have necessary materials for Tier I instruction |
| **UDL:** Choice in independent reading materials that is directly tied to individual student power goals. | Conferencing with IRLA and ENIL data points in School Pace | Weekly checkpoints | Sarah Hansen | Book Bundles for each classroom<br>Professional Development:<br>• Conferring<br>• Power Goal Development<br>• School Pace Platform |

## Funding Matrix: List and describe funding amount(s) and source(s) associated with the activities described above.

1. LAP High Poverty - $11,873

**Professional Development Classroom Walkthroughs**

- **Description:** Facilitate structured classroom walkthroughs to promote peer observation, collaboration, and reflection on effective teaching practices aligned with inclusion, UDL, and differentiated instruction.
- **Funding Allocation:**
  - Sub coverage for participating staff.

**Family Engagement Nights**

- **Description:** Organize family engagement events to build partnerships between families and the school, focusing on strategies to support reading, math, science, and behavior at home. These events will provide parents with tools and resources to reinforce classroom learning.
- **Funding Allocation:**
  - Supplies and materials for hands-on family activities (e.g., manipulatives, take-home kits).
  - Stipends for staff participating in event planning and facilitation.
  - Childcare and refreshments to increase family attendance.

**Teacher Support for Understanding Learning Progressions**

- **Description:** Provide resources and structured professional learning opportunities to help teachers deepen their understanding of the learning progressions within state standards. This effort will improve lesson planning, formative assessments, and targeted interventions.
- **Funding Allocation:**
  - Purchase of professional texts and digital resources related to learning progressions.
  - Training sessions on standards alignment and progression mapping.
  - Time for collaborative planning and curriculum alignment.

2. School Improvement Grant - N/A

**SY 2023–2024 SMARTIE Goal #2: By the end of the 23-24 school year 80% of the students in grades 3-5 who are 2 or more grades below in math will improve their math skills by one grade level to make substantial progress toward grade level proficiency through targeted interventions as measured by iReady, using appropriate accommodations and resources to support math 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?*<br><br>*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?*<br><br>*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?*<br><br>*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.)?* |
| **MTSS:** Walk to Math, 6 week intervention cycles. | Skills tracker using formative assessment data | 6 weeks | Trina Hovsepian | Ensuring all staff have necessary materials for Tier I instruction<br><br>Professional Development<br>• Skills Progressions<br>• Creation of progress monitoring assessments |
| **UDL:** access to a variety of manipulative resources to enhance mathematical learning | Skills tracker using formative assessment data | 6 weeks | Trina Hovsepian | Professional Development<br>• Skills Progressions<br>• Use of manipulatives to teach math |
| **Number Talks:** use of number talks at a minimum of twice each week. | Skills tracker using formative assessment data | 6 weeks | Trina Hovsepian | Professional Development |

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2.

3. School Improvement Grant

**SY 2023–2024 SMARTIE Goal #3: By the end of the 23-24 school year 80% of the students in grades 3-5 who are receiving special education services will demonstrate improved writing skills by expressing their ideas utilizing grammar and vocabulary and organizing their thoughts as measured using writing samples by meeting proficiency on our ELA writing rubric.**

*Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #3: 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?*<br><br>*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?*<br><br>*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?*<br><br>*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.)?* |
| Oracy: Use of Glad 10-2<br>- turn & talks<br>-sentence stems | Classroom Walkthroughs | 6 week cycles with review of data | Sarah Hansen | Professional Development<br>Time to develop CWT tool with staff<br>Common understanding about the tool |

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| Structured Writing Assessments at the end of each ARC unit | ELA Rubric | three times | Sarah Hansen | Professional Development<br>-ESD Writing Support |
| Feedback: individualized student feedback on proficiency measures. | ELA Rubric<br>Classroom Walkthroughs | 6 week cycles with review of data | Sarah Hansen | Professional Development<br>Time to develop CWT tool with staff<br>Common understanding about the tool |

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