

Lind Elementary School Improvement Plan 2024-25
Title I Part A, Schoolwide,

Section 1: Building Data	
Building Name: Lind Elementary	Does your school share a building with another school? Yes ☐ No ☒
School Code:	Grade Span: P-5 school Type: Elementary
Principal: Mrs. Sarah Dinkins	Building Enrollment: 86
School District: Lind School District	F/R Percentage: 76%
Board Approval Date: November 25, 2024	Special Education Percentage: 3%
Plan Date: 2024-2025	English Learner Percentage: 11%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Foundational

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Sarah Dinkins, Principal, TBiP/Migrant Coordinator

Laurinda Ritz P/TK Teacher

Shauna Sanger, Second Grade Teacher

Joneel Russell, Fourth/Fifth Grade Teacher, ELL Teacher

Connie Field, Title I & LAP, Reading and Math Interventions,

Marijean Baird, Counselor

Yesenia Herrera, Migrant Recruiter and Records Keeper

Section 3: Vision and Mission Statement

Mission: Lind-Ritzville students have GRIT to achieve success through;

- ❖ **GROWTH:** In acquiring skills & knowledge.
- ❖ **RESILIENCE:** In achieving short and long term goals.
- ❖ **INITIATIVE:** To be confident risk takers.
- ❖ **TENACITY:** To stay positive & follow through.

Vision: Administrators and staff will prepare students for: **Lifelong Learning, Rewarding Careers, and Responsible Citizenship.**

By Embracing:

- Accountability
- Adaptability
- Academic Excellence

By Committing to...

- Achieving Success by ensuring all students acquire the knowledge & skills needed to succeed beyond graduation.
- Demonstrating Growth by ensuring students consistently meet or exceed learning standards, graduate from High School, and experience measurable postsecondary success.
- Improving Engagement by creating customized, innovating learning experiences with high academic standards and relevance to the changing world.

Section 3: Vision and Mission Statement

- Investing resources by engaging in relevant, aligned, and practical professional development in order to optimize achievement and promote caring relationships.
- Increasing Involvement by involving families and communities in promoting high levels of student achievement, respect, & pride in our schools.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

At LES, we continue to identify a learning gap among various student groups, particularly regarding socioeconomic status, race, ethnicity, and special education needs. While our data-driven, tiered interventions and ongoing progress monitoring have resulted in growth in English Language Arts (ELA) and math, our students are still not meeting benchmark levels in high-stakes assessments.

Despite this challenge, LES students have demonstrated impressive growth in both ELA and math, although they have yet to reach benchmark performance on standardized tests. Notably, the effectiveness of the Bridgers curriculum and our instructional practices has contributed to a decrease in the number of students qualifying for the LAP program in math.

We are pleased to report strong attendance rates, with an average of 30% of the student body achieving perfect attendance at our monthly assemblies. Furthermore, discipline incidents have decreased by 50% compared to previous school year, indicating improvements in student behavior.

Our social-emotional curriculum is robust; however we have identified a need to enhance our focus on peer interactions among students. Parent engagement remains a strength, with an impressive 97% participation rate in Parent-Teacher conferences for both spring and fall sessions. Additionally, family engagement activities continue to attract significant support, with 40% of our student population participating.

In summary, while we celebrate our successes, particularly in attendance and discipline, we remain committed to addressing the learning gaps and enhancing the overall academic performance of all our students.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

To enhance student learning and create a positive school environment, our team has identified key areas of strength supported by data. By leveraging these strengths, we can uncover opportunities for further improvement and enrich the educational experience for all students. Below are the strengths we've identified, the supporting data, and strategies for future enhancements.

Area of Strength	Supporting Data	Leverage for Improvement
Student Growth in ELA and Math	Significant growth in student proficiency levels in English Language Arts (ELA) and math, as shown by standardized assessments.	Analyze successful instructional strategies contributing to this growth and apply them across all grade levels. Share best practices from high-performing teachers through professional development sessions.
Strong Attendance Rates	An average of 30% of students achieved perfect attendance at monthly assemblies.	Promote regular attendance in all classes by implementing incentive programs or recognition systems for classes with high attendance, fostering a positive school culture.
Decreased Discipline Incidents	A 50% reduction in discipline incidents compared to the previous school year.	Use this positive trend to enhance social-emotional learning (SEL) initiatives. Analyze the factors behind the decrease to refine behavior management strategies.
High Parent Participation	A 97% participation rate in Parent-Teacher conferences and 40% of students involved in family engagement activities.	Strengthen home-school partnerships by soliciting feedback from parents on supporting their children's academic success and encouraging engagement in at-home learning activities.
Effective Social Emotional Curriculum	Positive feedback on the social-emotional curriculum, contributing to a supportive school environment.	Focus on improving peer interactions within the SEL programs. Provide staff training on conflict resolution and communication skills to enhance student relationships.

In conclusion, these strengths provide a solid foundation for continuous improvement. By leveraging them strategically, we can implement targeted initiatives to enhance areas that still need attention, ultimately benefiting the educational experience for all students.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

At LES, we have conducted a thorough needs assessment to identify both strengths and opportunities for improvement in student performance. This summary outlines the root causes of our current challenges and highlights strategies for building upon our existing strengths and to enhance overall academic success. Below are the root causes we've identified for areas of improvement and what is needed to build strength.

Areas of Improvement	Root Cause	Building Strength
Learning Gaps Among Student Groups	The achievement gap among student groups (based on socioeconomic status, race, ethnicity, and special education) is often due to systemic problems like unequal access to resources, different levels of parental support, and varying educational backgrounds.	To close these gaps we need targeted interventions such as personalized instruction, tutoring, and culturally relevant teaching practices that engage all students.
Under Performance on High Stake Assessments	Despite growth in English Language Arts (ELA) and math, many students aren't meeting benchmarks on high-stakes assessments. This may result from misalignment between classroom instruction and assessment standards and gaps in foundational skills.	To improve assessment performance, we should align our curriculum with assessment expectations, provide teachers with professional development in test preparation, and integrate formative assessments into daily lessons.
Sustaining Parent Engagement	While participation in Parent-Teacher conferences is high, maintaining ongoing engagement in academic activities can be difficult due to parents' schedules, a lack of knowledge about supporting learning at home, or cultural barriers.	To increase involvement, we can organize workshops and distribute handouts to parents, offering guidance on promoting academic achievement and providing multilingual resources.
Support Students with Special Needs	The decrease in students qualifying for the LAP program in math is a positive development, indicating potential improvements in overall student performance.	To strengthen our support system with disabilities or learning challenges we can increase individualized assistance to ensure every student receives tailored help they need to succeed.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

In conclusion, identifying these root causes provides valuable insight into the challenges we face at LES. By focusing on targeted interventions, aligning instructional practices with assessment expectations, sustaining parent engagement and supporting those students with special needs and retaining effective teaching practices, we can address these areas for improvement. Leveraging our existing strengths will also be crucial in fostering a more inclusive and supportive learning environment for all students.

Educators

1. **What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?**

To enhance the implementation of evidence-based practices in teaching and learning, and in intervention supports, we have identified the need for ongoing professional learning and support initiatives focused on Standard-Based Grading and Proficiency Scales for all staff.

2. **What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?**

We have implemented Professional Learning Communities (PLC) organized by grade bands and involving cooperative counterparts. With these PLC's, staff engage in discussions focused on student outcomes, share effective teaching strategies, and collaboratively developed curriculum.

Systems of Support

1. **Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.**

The Comprehensive Needs Assessment identified several resource inequities that our plan will address to support student success and well being:

- **Reading Curriculum:** A significant resource gap was identified in access to effective literacy materials. The implementation of our new reading curriculum, CKLA and the use of the UFLI (University of Florida Literacy) phonics program are vital steps toward addressing this need. These programs will provide students with high-quality, researched based reading and phonics materials, ensuring all students have the resources they need to build strong literacy foundations.
- **Funding for Professional Development:** The assessment revealed a lack of adequate funding for high-quality professional development. This funding is essential for teachers to receive training that aligns with our instructional goals and supports the

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

effective implementation of the new curriculum and phonics program. By securing resources for ongoing professional learning, we aim to enhance instructional quality and ensure consistent program application across classrooms.

- **Mental Health Support:** Our school community has a need for increased mental health resources. Currently, staffing and available resources are not adequate to meet students' social-emotional and mental health needs. Closing the gap requires dedicated funding to hire additional mental health professionals, expand resources, and implement supportive programs that promote student well-being, resilience, and a positive learning environment.

- 2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.**
- Our school is dedicated to creating a positive and supportive environment through the Positive Behavior Interventions and Support (PBIS) system. By setting clear behavior expectations, reinforcing positive actions, and using data to guide decisions, we've reduced disciplinary issues and improved school climate. This approach also helps students build social skills and accountability. We actively involve families and the community, recognizing that their support is essential for lasting success.

While PBIS is a strong part of our support system, we see opportunities to improve in social-emotional and cultural areas. We plan to expand access to mental health resources, counseling, and social-emotional learning programs to better support students' resilience and well-being. We're also committed to integrating culturally responsive practices into our curriculum to reflect our students' diverse backgrounds. By broadening these supports, we aim to meet the cultural, social, emotional, and academic needs of every student.

- 3. How did your school identify these areas of strengths and improvement?**

Our school used a thorough, data-driven approach to find strengths and areas for growth. We reviewed academic performance, behavior, attendance, and survey data from students and staff to better understand trends in achievement, engagement, and behavior.

To get more insight, we also gathered feedback from students, families, and teachers. This input highlighted the success of our PBIS program and the need for more social emotional and cultural support.

Additionally, we reviewed our current programs to see how well they meet our goals. While PBIS has improved school climate and reduced disciplinary issues, we have identified a need for more mental health resources and culturally responsive practices. Through these efforts we pinpointed our strengths and the areas we need to enhance to better support our students.

- 4. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.**

The Lind School District actively partners with community organizations, such as Adams County Integrated Health Services, East Adams Rural Healthcare, and Toothsavers, to ensure continuity of health support for students. These partnerships provide essential health services including immunizations and dental care, directly within the school environment or through coordinated referrals.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

For instance, through our collaboration with Toothsavers, students have access to dental screenings and treatment options on-site, which removes barriers to accessing care and helps maintain their overall health. This integrated approach not only addresses students' physical health needs but also enhances their ability to focus on learning and academic success.

Regular communication between school staff and these community health providers allows us to track student health trends, identify needs, and coordinate services effectively, ensuring that students receive comprehensive support that promotes their well-being both in and out of the classroom.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

In our efforts to foster strong connections with students, families, and the community, we have identified several areas of strength. Our existing community partnerships with local organizations and businesses, such as the Lind PTO, East Adams Library District, Adams County Integrated Health Care Services, East Adams Rural Healthcare, and the Adams County Sheriff's Office, play a crucial role in supporting our students and families. These partnerships provide valuable resources and services that enhance student learning and well-being.

Additionally, we have successfully engaged parents through initiatives like our STEM/Math family Engagement Nights and parent surveys, which encourage participation and feedback from families. These events not only promote academic engagement but also help us understand the needs and interests of our families.

However, we recognize areas where we can strengthen family and community engagement further. One key focus is to enhance collaboration between Lind Elementary School (LES) and the Lind PTO to create and implement a variety of family-friendly engagement activities. Together, we will organize events that not only enrich our students' educational experiences but also encourage family participation and strengthen the bonds between families and the school community. By actively involving families in school activities, we aim to build a more connected and supportive environment that benefits all students.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

5a.SY 2024–2025 SMARTIE Goal #1: ELA: Reading Fluency

By the end of the year, students will read grade-level texts aloud with at least 95% accuracy and improve their reading speed by 20 words per minute through regular practice and assessments.

SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
1. Teachers will model reading fluency by reading aloud regularly to demonstrate good pacing and expression.	informal observation	2024–25 school year	classroom teachers	CKLA curriculum
2. Students will read for 10–15 minutes each day using a variety of texts.	informal observation	2024–25 school year	classroom teachers	CKLA curriculum
3.The class will choral read passages together to build confidence and fluency.	informal observation	2024–25 school year	classroom teachers	CKLA curriculum
4. Every month students will read short passages for one minute. We will track their words per minute (WPM) and accuracy.	monthly fluency test	2024–25 school year	Intervention teacher para educators principal	CKLA reading fluency tests

5. Each student will set their own reading goals based on their assessments and track their progress.	monthly fluency test	2024-25 school year	Intervention teacher para educators principal	monthly goal sheet
6. Students will practice daily at home with parents.	daily	2024-25 school year	parents students	CKLA fluency passages
7. We will recognize and celebrate student progress monthly to encourage continued improvement.	monthly	2024-25 school year	Principal intervention teacher	certificate recognition at monthly assemblies

5b. SY 2024–2025 SMARTIE Goal #2: Math: Math Fluency

By the end of the year students will accurately recall basic math facts (addition, subtraction, multiplication, and division) with at least 90% accuracy through consistent practice and engagement in various activities.

SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
1. Online math games and math apps that focus on math facts in a	informal observation	2024-25 school year	classroom teachers	Prodigy Splash Math

fun and engaging way that offer a varied levels of difficulty will be used.				
2. Visual aids such as addition and multiplication charts will be displayed in the classroom for quick reference and reinforcement.	informal observation	2024-25 school year	classroom teachers	addition and multiplication charts other visual aids
3. Hands-on manipulatives (counter or blocks,etc) will be available for students to use to help them visualize and understand math facts better.	informal observation	2024-25 school year	classroom teachers	Bridges Math Curriculum
4. Math Centers (Bridges WorkPlaces) will focus on various math facts.	informal observation	2024-25 school year	classroom teachers	Bridges Math Curriculum
5. Every month students will have a math fact fluency check to monitor their progress.	math fact fluency checks	2024-25 school year	Intervention teacher para educators principal	Math fact sheets
6. Each student will set their own math fact goals based on their assessments and track their progress.	monthly	2024-25	Intervention teacher para educators principal	Graph

7. Students will practice daily at home using flashcards, to reinforce basic math facts.	daily	2024-25 school year	Parents students	flashcards
8. We will recognize and celebrate student progress monthly to encourage continued improvement.	monthly fact sheet	2024-25 school year	Principal	certificate recognition at monthly assemblies

5c. SY 2024–2025 SMARTIE Goal #3: Social Emotional

By the end of the school year, 90% of students will demonstrate a positive growth mindset and perseverance in assessments and learning challenges, as evidence by an increase of at least 20% in resilience-related behaviors (e.g. reattempting difficult tasks, utilizing feedback to improves, and setting personal learning goals) on monthly mindset and perseverance surveys.

SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
Activity 1: Classroom teachers will model a positive attitude about assessments.	informal observations student survey.	2024-25 School year. monthly	Classroom teachers and support staff. Counselor and Principal	Character Strong curriculum and classroom morning meetings.
Activity 2: Classroom teachers will give feedback to students on relevance of assessments	proficiency scales and rubrics	2024-25 school year	Classroom teachers	Marzano

Activity 3: Classroom teachers will align assessments to learning standards.	unit assessments	2024-25 school year	Classroom teachers	PLC and collaboration time
Activity 4: Classroom teachers will provide opportunities for students to explore other testing formats prior to high stakes testing.	informal observations	2024-25 school year	classroom teachers	Smarter Balanced interim assessments Smarter Balanced released items

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)			
NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “ not applicable ” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.			
Program	Amount Available	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	\$843,953	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	/
Title I, Part A	\$166,031	To provide all children the opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	LES certified teachers salary plus family nights/enrichment.
School Improvement	N/A	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure	N/A

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

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Amount Available	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
		of educational equity gaps, specifically those driving identification.	
Title II, Part A	\$17,769	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Used for Certs and Paras professional growth and improvement.
Title III	\$4700	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.	EL curriculum
Title IV, Part A	\$10,371	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Used for student enrichments: Summer School/after school programs. *if not used for this it is reaped into Title I A
Learning Assistance Program (LAP)	\$154,896	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Salary for Title I/LAP Reading and Math Intervention teacher family nights/enrichment
Local Funds	\$117,669	Local levy revenue may be combined in schoolwide programs.	
Other Funding Sources, including School Improvement Grant Funding	N/A	N/A	N/A

