Ida Nason Aronica Elementary 2022-2023 Schoolwide / School Improvement Consolidated Plan

The comprehensive needs assessment directs a building to collect and analyze student data. _All students' benefit_ from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Team Narrative:
Demographics: Describe student demographics, parent family engagement, atmosphere, and staffing.
Female-
Male-
American Indian/Alaskan Native
Asian-
Black/African American-
Hispanic/Latino of any race(s)
Native Hawaiian/Other Pacific Islander-
Two or More Races-
White-

Staffing-____ Classroom Teachers, Title I, Para support, EL teacher, Resource Room Teacher, Art, PE, Music, Library teachers
Data Analysis: Describe levels of achievement (academic and language proficiency) with a detailed analysis of student subgroups
  English Language Learners (EL)

  Low Income

Migrant / Bilingual
        Smarter Balanced: ELA: Number of Students 4; Percent Passed 0.0%. Math: Number of Students 4; Percent Passed 0.0%

Students with Disabilities

  Other: Homeless

Ida Nason Aronica Elementary 2022-2023 Schoolwide / School Improvement Consolidated Plan

Smarter Balanced: ELA: Number of students 2; Percent Passed 0.0%. Math: Number of Students 2; Percent Passed 0.0%

Section 504
Smarter Balanced: ELA:

Strengths and Weaknesses:

Student Performance:

Strengths for the subgroups include Smarter Balanced percentages of students passing Math 33.3%. Weaknesses in the subgroups for Smarter Balance include English Learners, Migrant students, and Homeless students all had 0.0% passing Math.

Staff: (certifications, experience, culture)

Teachers

Teacher average years' experience- 17.2 years

Certification-93.3% of teachers have full certification

69.7% of teachers have a masters degree

Priorities and Concerns:

District Outcomes

Greater growth in EL and SPED populations

Focus on Board Ends (Whole-Child Approach)

Building Outcomes

Increase EL proficiency levels while building teacher professional development in language acquisition strategies

Increase growth in SPED and low SES reading scores-BAS

Created Culture &Climate/PBIS Teams (MTSS A-MTSS B)

Created LIT Team

New EL building concerns team during Covid-Closure- This team will continue- Counselor, Assistant Principal, Principal, Counselor, Secretary, Title I Teacher,ELD Teacher

Strengthen family partnerships/connections

Strengthen SEL through community circles, Teacher greeting student each morning,

Building teacher/student/family competency in distance learning (Covid-19) Emergency Closure

All students make a year of growth as demonstrated on BAS, MAP, MAP skills, ELPA

Students below BAS benchmark demonstrate accelerated growth in reading

School counselor available to work with small groups of students, families and provide support to teachers as they implement Components of Second Steps.

School counselor assists in well-being of staff and students

Ida Nason Aronica Elementary 2022-2023 Schoolwide / School Improvement Consolidated Plan

Schoolwide programs should focus on supporting all students within the school. How the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)).

Team Narrative: Scientifically Based Reform Strategies:

> Whole Child Approach (Board Ends)
> Strengthen the PLC Model- Cycle of Inquiry, data, assessment
> Build Collective Teacher Efficacy through job embedded PD experiences related to identified Problems of Practice
> Strengthen Feedback loops for both students and teachers.
> Build Equity and Empathy Practices-Monthly Core Value assemblies, Friday spirit day, Daily Mile, Community Circles, Greeting all students at the door before entering class, Monday morning announcements, School Wide Book (The Circles All Around Us) PlayWorks

Describe best reform practices that your building intends to use to strengthen the academic program for the entire school:

> Differentiate Instruction
> WIN Time
> PD for Tier I Instruction
> PLC Time

How will these practices strengthen the core academic program?

> Teachers will learn and implement research based strategies during Tier 1 Core Instruction
>
> LIT Team-Consistent Meeting to study student work, PLC cycle
>
> Climate and Culture- Consistent Meeting to analyze temperature of the building- Make adjustments where necessary

How will these practices increase the amount and / or quality of learning time?

> Taking a whole child approach, strengthening feedback loops, building equity and empathy, daily mile, community circles, greeting all students at the door, and playworks will all lead to an emotionally healthy environment. We believe when students feel safe, comfortable and have the skills to self regulate, we will decrease behaviors and increase attendance leading to more quality instruction time.
>
> Strengthening our PLC, data assessment, building teacher efficacy, will give teachers the skills, time, and ability to increase the quality of learning in their classrooms.

How will these practices provide an enriched and accelerated curriculum for your students?

Ida Nason Aronica Elementary 2022-2023 Schoolwide / School Improvement Consolidated Plan

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not yet standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track.

Team Narrative: Targeted Strategies:

> Scheduling blocks of WIN time-"What I Need" All students work at their level some students receive targeted instruction at this time in small groups or one on one.
>
> Guided Reading Groups based on BAS assessment
>
> Skill groups- Formative Assessment both academic and behavior
>
> Academic Discourse K-5

List academic strategies for students who may fall behind on key skills or are in danger of dropping out.

> - Intensive academic support for student
> - Counseling and mental health Support
> - Tiered behavioral support
> - Professional development for staff
> - College and career readiness
> - Preschool transition support

List non-academic strategies for students who may fall behind on key skills or are in danger of dropping out.

Teacher teams created to identify which students are not attending in virtual learning, which families are struggling with basic needs, and which students/families need additional technology support. The team looks at all information available and determines how to best support the student and family. Some examples are the building team meeting with cross district buildings to support siblings, arranging and and carrying out home visits. This team also coordinates with classroom teachers to ensure that some students are getting paper packets and making consistent contact with academic opportunities.

Ida Nason Aronica Elementary 2022-2023 Schoolwide / School Improvement Consolidated Plan

The schoolwide plan outlines how federal, state, and local services work together to improve outcomes. The schoolwide plan must outline the ways in which funds are going to consolidate, as well as how the funds will be used to meet the specific intents and purposes of each program.

Team Narrative:

> Ida Nason Aronica combines State BEA, Local M&O, Title IA, and LAP funding in a schoolwide building plan. Our plan addresses each of the purposes of the individual combined funding sources. We have selected the Sequence Charging Option. That option allows us charge selected staff and/or MSOC purchases to a particular source of funding until those funds are gone. In the first year of adding a funding source to our Schoolwide Plan, we would ensure those funds are supplemental to our current year level of funding. For the 2020-21 year, LAP funding would be an addition to our Schoolwide Plan. The purpose of the combined funds is to provide basic education, specific intervention for individual students based on assessment criteria, professional development to all building staff to understand the effects of poverty on the student's ability to learn, and professional development that will address the needs of the building based on assessment and evaluations.

Program	Amount Available	Intents and Purposes
Basic Education	$30,291,009	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.
Title I, Part A	$654,494	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title II, Part A	$143,316	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
LAP LAP High Poverty	$1,043,698	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements
Local Funds	$7,262,810	Local levy revenue may be combined in schoolwide programs.
OSSI	$35,000	Funds designated to support for improvement for identified learning areas.
Total	$39,430,327	

Ida Nason Aronica Elementary 2022-2023 Schoolwide / School Improvement Consolidated Plan

	SMART PROCESSES		SMART RESULTS	
SIP Criterion	GOAL(S)	TIMELINE	Evidence of Implementation	Evidence of Impact
(1) Creating a Culture	PBIS/MTSS implemented K-5	Present-ongoing	Tiered fidelity inventory, behavior matrix, flow-chart, signage	Fewer behavior referrals
	All Classes use Community Circles	Sept-June	Each class has scheduled circle time	Fewer behavioral and counselor referrals
	Staff Meets in Community Circles	Sept-ongoing	Library arranged in circle	Increase in staff connection
	SEL- Second Step Lessons taught K-5 Mindful Moment	Sept- June	Scheduled SEL time	Increased social skills, Fewer behavior and counselor referrals
	Common Book Study/Focus Empathy/Trust Path to Serendipity by Allyson Apsey Cultural Competence (Well-Being)	Sept-Dec	Regularly scheduled book study	Practice of focus empathy, greater trust
	Playworks-Common inclusive framework	Present-ongoing	Staff accessed Playworks online materials, teaching games in P.E. , signs with rules on playground, playground mapped	Fewer behavior referrals from the playground. More inclusive play
	Greater student/staff health and happiness	Present-ongoing	Counselor small student groups-one one one Tier 2 Intervention. Student/Staff Wellbeing	
	All staff, students active-Daily Mile	Present-ongoing		

				Staff, students taking 15 minutes each day to run, jog or walk	
	Unity through monthly common core value	Present-ongoing			Happier, Healthier culture
				Discussions and monthly focus on core value	Greater focus in the classroom
					belonging, purpose, unity, inclusive
(2) School Safety	March 13- Emergency School Closure	March 13-June 19th		Online class using google classroom, zoom, and other virtual platforms	Minimal numbers of positive Covid 19 cases
	COVID-19 Guidelines put in place Covid signage put in place	August-Sept		Students and staff following guidelines	Minimal numbers of positive Covid 19 cases
	Wiping down surfaces Social Distancing Masking Scheduling to alleviate crowding in common areas				
(3) Planning with Data	2019-2020-Data LIT Team- Data Dive with Kathryn Page	Present- June		Use data dive to help identify problem of practice-academic conversations	Increase in academic performance
	Data Dive-October COVID Interruption Look at COVID- Attendance Log In	Present-Ongoing		Communicate and help families with low attendance on Covid log	Increase in participation and support for students

Ida Nason Aronica Elementary 2022-2023 Schoolwide / School Improvement Consolidated Plan

	Data showed EL and SES students were not making Adequate growth	Present-Ongoing	Adequate growth for EL and SES students	with low attendance during Covid Crisis
	Identified Problem of Practice K-5-Academic	Present-Ongoing	Arranged PD or dedicated whole staff time to focus on problem of practice	Increased growth on school and state assessments
	Conversations-Academic Vocabulary.	Present- Ongoing	Continued dedicated whole staff time to increasing knowledge on academic vocabulary	Increase in student growth aligned with problem of practice
				Increase academic growth for all students

	SMART GOALS		SMART RESULTS	
SIP Criterion	**GOAL(S)**	**TIMELINE**	**Evidence of Implementation**	**Evidence of Impact**
(4) Planning with Data	Use data to guide PD	Present-Ongoing	Complete data dive to discover PD needs	Increase student growth aligned with PD provided
	Use data to utilize limited para support Para flexibility to go where there is the Greatest need.	Present-Ongoing	Regular scheduled meeting to discuss data and align para support	Para support in most needed areas increasing student growth
	Use of formative data-conferring notes, observation	Present-Ongoing	Scheduled observation, teacher review of conferring notes	Observe differentiation aligned with conferring

				and observational feedback
	Student interest inventories	Sept-Oct	Completed student interest inventory	Greater connection with students
(5) Improving Instruction	Use data to target instruction for individual Students (Differentiated Instruction)	Present-Ongoing	Data reviews during PLC, grouping consistent with data	Increases in student growth
	Workshop Model Framework K-5	Present-Ongoing	Observe workshop model/scheduled workshop time	Increase in student growth
	Improve Instruction through an inquiry Process	Present-Ongoing	Observe inquiry based instruction	Increase in student growth
	Adapt to distance learning	Continued during covid crisis	Regularly scheduled meeting evaluating effectiveness of distance learning	Increased participation of those in distance learning
	Address whole child needs-brain breaks, Daily Mile, breakfast after the bell.	Sept-June	Scheduled brain breaks, daily mile, breakfast after bell	Increase in class participation, decrease in behavioral referrals from classroom
	Asset based versus Deficit based	Present-Ongoing	Focus on students assets, ,utilize student assets during team wonder meetings.	Interventions built on student present levels increasing student growth
	Coordination of 6 CWU practicum/intern students who are bilingual to support	Sept-June	Schedule of 6 CWU students who are	Increase student growth

	students in classrooms serving ell students and their teachers. Supported 10 different classrooms CWU/TESOL and CWU World Languages Dept.		bilingual and placed in areas with greatest impact.	and participation for students in classrooms with practicum students
(6) Managing Resources	Utilize Paras time to effectively and Efficiently support students	Sept- June	Paras can be seen in a variety of settings based on student need	Accelerated growth for students working with para support.
(7) Engaging Communit	Greater Inclusiveness of all families	August-Ongoing	Use of inclusionary practices, use of whole staff times to focus on inclusionary practices	Increased connection and participation with school
	Greater inclusiveness of ELL and SES familie	August-Ongoing	System of support for families of students that are EL or SES	Inclusive environment for EL and SES families
	Increase connections with the greater community	August-Ongoing	Scheduled events that reach out to community	Increased participation in school events
	Technology support Training	August-ongoing	Greater participation	Effective use of technology
	EL Parent Zoom Gatherings	August- ongoing	Greater parent involvement	Increase connection with EL families
	Family Zoom Gatherings	August-ongoing	Greater parent involvement	Increase connection with families and gaining parent feedback

	One Book-One Family	Sept.-Dec.	All classrooms Have a copy of the book-Unity and Equity	Shared focus-hear discussions across our community