Mt. Stuart Elementary Schoolwide / Improvement Plan

last updated 10-11-22

<mark>SWP COMPONENT #1: NEEDS ASSESSMENT</mark>

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.**

> Mt. Stuart is a K-5 Elementary located in Central Washington with 361 students. We have 25 classroom teachers with an average of 13 years experience. Our student demographics are:
>
> 19.6% Hispanic/Latino
>
> 63.9% White
>
> 0.5% Hawaiian/Pacific Islander
>
> 31.4% Two or More Races
>
> 1.3% American Indian/Alaskan Native
>
> 2.1% Asian
>
> 2.4% Black/African American
>
> 65.2% of our students attend school regularly based on the 2021-22 school year.
>
> Overall our students are meeting standard to the following degree (SBAC/WCAS 2021-22):
>
> ELA 27% (3rd) 47% (4th) 40% (5th) – 37.1% overall
>
> Math 34% (3rd) 40% (4th) 26% (5th) – 32.1% overall
>
> Science 36% (5th) – 36% overall

Data Analysis: **Describe levels of achievement (academic and language proficiency) with a detailed analysis of student subgroups**
　　　English Language Learners (EL)

Low Income

47.41% of our current students are low income.

EL Students

13.1% of our students are English Language Learners.

Met standard in ELA SBAC--

3rd (2 students)- 0%

4th (6 students)- 0%

5th (3 students)- 0%

Met standard in Math SBAC –

3rd (2 students)- 0%

4th (6 students)- 0%

5th (3 students)- 0%

Met standard in Science –

5th (3 students)- 33%

WIDA 2021-22

We had a total of 60 students K-5 who took the WIDA assessment for language proficiency.

1/60 met standard on this assessment in Spring of 2022

Students with Disabilities

14.8% of our students are students with disabilities.

Met standard in ELA SBAC–

3rd (6 students)- 34%

4th (12 students)- 27%

5th (5 students)- 40%

Met standard in Math SBAC –

3rd (6 students)- 28%

4th (12 students)- 42%

5th (5 students)- 20%

Met standard in Science–

5th (5 students)- 40%

Other:

Strengths and Weaknesses:

Student Performance: Mt. Stuart student growth projections based on NWEA/MAPS in comparison to national norms.

2nd grade (66 students) Reading 55% met growth projections Math 70% met growth projections
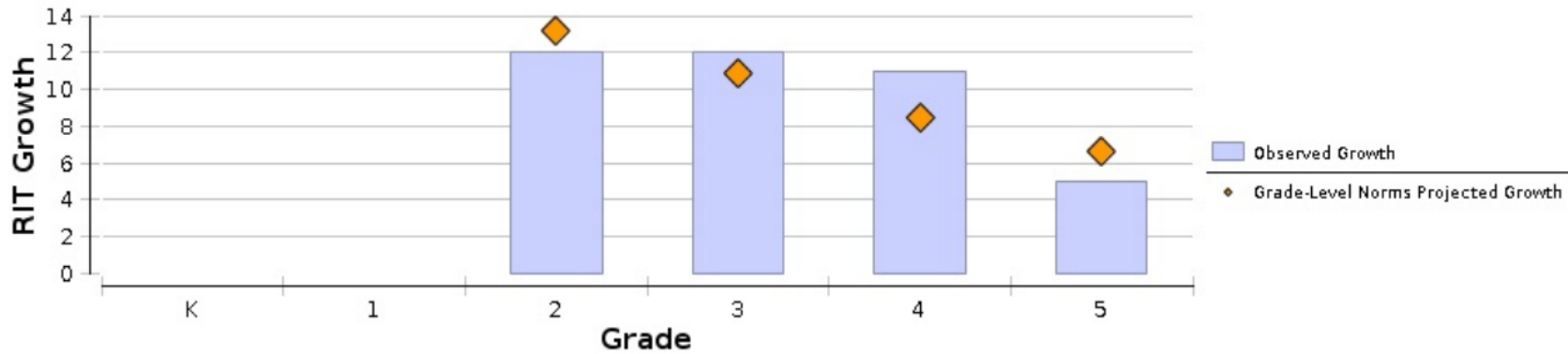3rd grade (72 students) Reading 50% met growth projections Math 47% met growth projections
4th grade (67 students) Reading 70% met growth projections   Math 71% met growth projections
5th grade (57 students) Reading 51% met growth projections   Math 47% met growth projections

Language Arts:
Reading

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2021			Spring 2022					Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	66	170.2	17.2	37	182.1	17.8	31	12	1.6	13.2	-0.50	31	66	36	55	53
3	72	178.1	19.6	12	190.2	17.4	17	12	1.3	10.9	0.58	72	72	36	50	48
4	67	192.1	18.6	26	202.5	16.7	37	11	1.0	8.4	0.96	83	67	47	70	60
5	57	201.2	17.0	32	205.7	17.7	23	5	1.0	6.7	-1.10	14	57	29	51	47

Language Arts: Reading

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	67	172.7	13.9	34	190.1	15.1	54	17	1.0	14.4	1.34	91	67	47	70	68
3	73	182.9	13.5	17	194.9	15.0	17	12	0.8	12.3	-0.16	43	73	34	47	38
4	68	192.6	13.8	15	208.0	15.8	37	15	0.8	10.5	2.46	99	68	48	71	72
5	66	201.5	16.3	15	210.2	18.4	15	9	0.9	8.9	-0.08	47	66	31	47	45

Comparison Periods — Growth Evaluated Against

Math: Math K-12
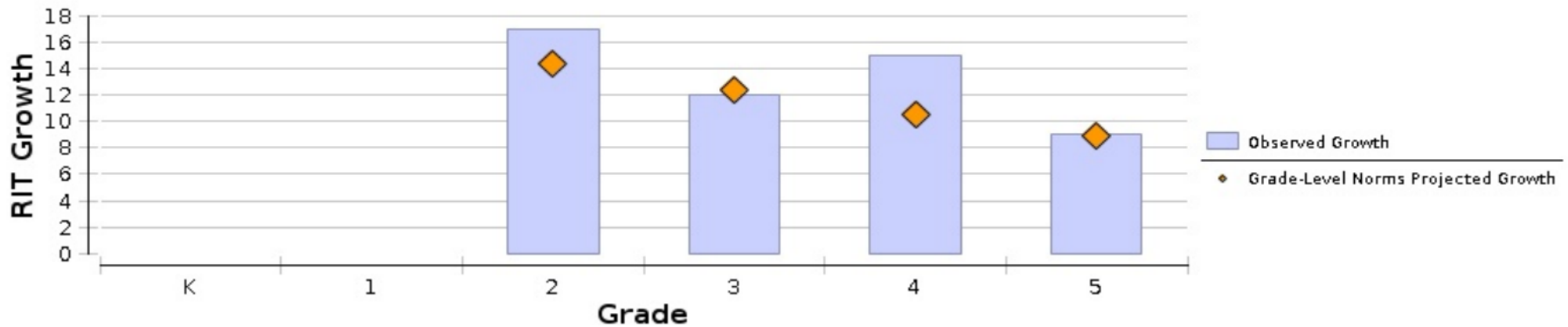
Staff: (certifications, experience, culture)

97.4% of our teachers are fully certificated

63.2% have a masters degree or higher

Priorities and Concerns:

District Outcomes

Increase the number of students proficient in reading by the end of 3rd grade

Increase the number of EL students meeting standard in ELA and Math

Increase the number of EL students showing acceptable progress (Progressing Level) as measured by WIDA

Increase the number of EL students exiting the program within 7 years.

Continue to promote SEL by frequent use of Community Circles, Restorative Practices & Second Step Curriculum, MTSS Structures

Building Outcomes

Provide professional development and instructional coaching opportunities to learn and practice high impact instructional strategies for ALL learners including EL and Students with Disabilities.

Continue to implement and refine PLC cycles to monitor and track student growth and inform instruction in Tier 1.

Continue to implement a master schedule which includes daily 30 minute support blocks for EL students in addition to push in support.

Increase the number of EL students meeting standard in ELA and Math

Increase the number of EL students showing acceptable progress (Progressing) as measured by WIDA

Increase the number of EL students exiting the program within 7 years.

Continue to implement a master schedule which includes daily 30 minute WIN (What I Need) time in both reading and math for students K-5.

Continue to implement a master schedule which includes daily SEL time using research based strategies and curriculum for SEL.

Provide SEL coaching by our School Counselor to implement Second Step curriculum in all classrooms on a weekly basis. A monthly scope and sequence has been implemented to ensure essential SEL standards are taught and retaught as needed.

Mt. Stuart Elementary

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:

We will continue to build a MTSS for students in the areas of Academics and Behavior. In addition, we began implementation of a new master schedule in 2022-23 to better meet the needs of all students including students above and below grade level in reading and math and second language learners. We will streamline our PLC time to make instructional decisions based on data. An MTSS Student Support Specialist was hired in 2021-22 to facilitate systems and implementation of these practices. 30 minute WIN Times (What I Need) will be provided daily for both Language Arts and Math. These differentiated flexible groups will change approximately every 6 weeks or as common formative assessments and progress monitoring indicate a need within our PLC cycles.

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

MTSS System (Student/Teacher Assistance Team (STAT)

MTSS Student Support Specialist/Instructional Coach

District wide, we have identified priority standards, created a scope and sequence to provide intentional focus on a guaranteed and viable curriculum at each grade level in each content area.

PLC-Using data cycles to inform instruction, collaboratively backward lesson plan, create common formative assessments and adapt instruction and learning opportunities to meet all student needs in Tier 1.

WIN Time-Time within the daily master schedule to provide intervention/enrichment to all students in the area of Reading and Math (30 minutes each daily)

EL Block- 30 minute daily pull out or co-taught model to provide language acquisition support to second language learners. Tier 2

Provide 30 minutes daily SEL instruction through Community Circles and Second Step Curriculum. Tier 1

How will these practices strengthen the core academic program?

These strategies will strengthen core academics by providing a systematic, fluid and intentional way to understand and meet the needs of all students in Tier 1 and provide additional opportunities during the school day for intervention and/or enrichment.

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

These strategies better use people resources and knowledge of standards and students to meet the needs of all students at their level on a daily basis, increasing the quality of individually appropriate support in both academics and behavior for ALL students.

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

Because MTSS and WIN time (master scheduling accommodations) are focussed on supporting all students based on their current abilities, we are able to provide appropriate levels of instruction and learning for all students more efficiently and effectively

Mt. Stuart Elementary
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not yet met 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:

We will target professional development for staff in research based high-impact instructional strategies for language acquisition, Implement PLC protocols for short term data cycles to address student needs frequently, conduct data dives (multidisciplinary teams and schoolwide), Implement our MTSS (STAT) to support students' academic and behavioral development, create a system of data review to ensure flexible placements during WIN Time built into the daily master schedule, provide daily intentional instruction in SEL.

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

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

Increase parent communication, create opportunities for family engagement, use translations for all communication to diverse languages of our families.

Provide district and/or building information nights for families two times per year, some designated to families of EL students only.

Mt. Stuart Elementary

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:

Mt. Stuart Elementary 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 2022-23 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 Budgeted	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 Basic / 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 improvement for identified learning areas.
Total	$39,430,327	

	2022-23 Counseling Goals by Grade Bands	ASCA Mindset & Behavior Targets
K-5 CSCP Goals	1. SWD / EL students will meet MTSS goals (6-9 month growth) through access to a continuum of targeted academic interventions in T1, T2 and T3. 2. Increase SWD / EL attendance rate **5%** district wide through the development of an attendance team (Counselor, Secretary, and Family Liaison) to implement targeted interventions.	● **M 5:** Belief in using abilities to their fullest to achieve high quality outcomes ● *B-SMS 1.* Responsibility for self and actions ● **B-SMS 2**. Self-discipline and self-control ● **B-SMS 3**. Independent work ● **B-SMS 7**. Effective coping skills

SIP Criterion	Goals	Timeline	Evidence of Implementation	Evidence of Impact
Creating a School Culture **SMART GOAL**	**We will increase the level of PBIS implementa by increasing our rating in each TFI (Tiered Fid Inventory)category by at least one level.**	22-24	Tiered Fidelity Inventory Reviewed annually Plan developed annually	Results of previous 2 years TFI
	• MTSS B Team to monitor and build schoolwide PBIS system (Bella Bikowsky Trainings, TFI) • PBIS Building Team • Monthly Character Trait and Awards Assemblies. 📄 Weekly SEL schedule-2021 • Schedule to teach and reteach school wide expectations • Daily SEL time built in to master schedules to provide intentional instruction in SEL ⊞ MSE of Second Step scope an… • Daily expectation to use Second Step curriculum in all classrooms on a weekly basis	2021-24 2021-24	• Data from TFI • Data from SWIS • Calendar of events • PBIS Meeting Notes • Teachers' Weekly lesson plans • Counselor's schedule of support/mentoring/ modeling with teachers • Second Step data collection (Teacher lesson plans • Pacing Guide • Teacher Lesson Plans	Measured by: • Annual TFI self-assessment results • Tracking of Behavior • Supports Data using SWIS • Decrease in number of major referrals.
School Safety **SMART GOAL**	★ **We will decrease the number of monthly major discipline referrals by at least 10% compared to 2019-20 as measured by SWIS data.**			
	• PBIS Team • Monthly Safety Team Mtg • Weekly Student Safety Team Mtg. • STAT (KFC) Meetings (MTSS) ⊞ STAT/MTSS Rosters CONFIDENTIAL	2020-24	• Calendar of meetings • Notes from meetings • Monthly plans to address PBIS data "problem areas" • Schedule to reteach schoolwide expectations through the year	Measured by: • PBIS data via SWIS • Documented solutions to safety concerns • Student Support plans and intervention log/tracking

Planning with Data SMART GOALS	★ **Using data from formative and summative assessments we will increase effectiveness of PLC's by completing frequent instructional growth cycles throughout the school year.** ★ **Using data and strategies identified in PLC's, 100% of students will show growth in reading and math as measured by MAPS, SBAC and end of unit assessments.** ★ **Using data from formative and summative assessments we will participate in at least 4 MTSS WIN Time Release Days to analyze grade level data and make instructional decisions/placements for interventions and enrichments and Special Programs support where appropriate.** ★ **As measured by MAPS, SBAC, BAS and ELPA/WIDA we will increase student growth in areas of ELA, Math and Language Acquisition by implementing high impact instructional strategies.**			
	● PLC: Weekly Collaborative Meetings ● Multidisciplinary Team Data Reviews (MTSS) to determine appropriate interventions and extensions for all students ● LIT Team to meet monthly ● Data reviews conducted at least 4x/yr 📄 PLC & WIN Time Schedule	2020-24	● Data Dive Training and ● MTSS Meetings ● LIT Meetings/Minutes ● PLC Meeting Notes including documentation of PLC ● Calendar and Agenda	Measured by: ● Formative Data from PLC ● Schoolwide and District assessment data (MAPS, BAS, interim, WAKIDS, etc.) ● Classroom based formative assessments ● ELPA/WIDA ● SBAC
	● LIT Team meeting monthly ● Professional Dev.--HiCap, EL ● PLC short cycles to inform ● instruction ● Distance Learning Model- ● Jeff Utecht training ● New Master Schedule in place ● MTSS Student Support Special will provide instructional coaching and intervention support and desig	2020-21 2021-22	● LIT meeting ● Agenda/Minutes ● Calendar and log of PD opportunities and ● participation ● Data and Planning documents from PLC cycles ● Master Schedule ● Components of Utecht's model for distance learning are in place (Tight/Loose) ● MTSS Specialist Schedule	● Classroom observations of high impact strategies in use ● Observation of PLC's ● Formative Data from PLC ● Schoolwide and District assessment data (MAPS, BAS, interim, WAKIDS, etc.) ● ELPA/WIDA ● SBAC

Improving Instruction- ELA & Math SMART GOALS	

Develop Action Steps: WIN ELA Instruction

INTENSIVE
- **Goal:** All students will increase their BAS score by *MORE THAN* 10 months of growth
- **Instruction:** Orton Gillingham, Skill Games, LLI, Projects
- **Assessment:** OG & ESGI
- **Dates for PM:** Every 1-2 weeks

STRATEGIC
- **Goal:** All students will increase their BAS score by *MORE THAN* 10 months of growth
- **Instruction:** Orton Gillingham, Skill Games, LLI, Projects
- **Assessment:** ESGI, OG, LLI Reading Records
- **Dates for PM:** Every 1-2 weeks

BENCHMARK
- **Goal:** All students will increase their BAS score by at least 9 months of growth
- **Instruction:** Skill Games, Guided Reading, Strategies, Book Club, HiCap, Projects
- **Assessment:** Guided Reading & Generic Reading Records
- **Dates for PM:** Every 4 weeks

ABOVE
- **Goal:** All students will increase their BAS score by at least 9 months of growth
- **Instruction:** Skill Games, Guided Reading, Strategies, Book Club, HiCap, Projects
- **Assessment:** Guided Reading & Generic Reading Records
- **Dates for PM:** Every 6-8 weeks

Develop Action Steps: WIN Math Instruction

Intensive
- **Goal:** Individual to groups
- **Instruction:** Explicit Instruction, Illustrative math, Instructional Games & Activities, C-P-A (Concrete, Pictorial, Abstract)
- **Assessment:** Exit Slips & Observation/Feedback
- **Dates for PM:** Once a week

Strategic
- **Goal:** Individual to groups
- **Instruction:** Explicit Instruction, Illustrative math, Instructional Games & Activities, C-P-A (Concrete, Pictorial, Abstract)
- **Assessment:** Exit Slips & Observation/Feedback
- **Dates for PM:** Once a week

Benchmark
- **Goal:** Individual to groups
- **Instruction:** Explicit Instruction, Illustrative math, Instructional Games & Activities, C-P-A (Concrete, Pictorial, Abstract)
- **Assessment:** Exit Slips & Observation/Feedback
- **Dates for PM:** Every 3 weeks

Above
- **Goal:** Individual to groups
- **Instruction:** Explicit Instruction, Illustrative math, Instructional Games & Activities, Projects
- **Assessment:** Exit Slips & Observation/Feedback
- **Dates for PM:** Every 3 weeks

Managing Resources SMART GOALS	★ Through implementation and monitoring of our new master schedule and the use of braided funding strategies we will leverage people resources and time for collaboration to meet the academic needs of all students during daily 30 minute WIN (What I Need) Time in both Reading and Math and EL Support blocks.			
	● Implemented Master Schedule ● People resources to be leveraged through blended funding ● Professional development opportunities to support needs assessment (Language Acquisition, HiCap, Utecht, Language Acquisition ● PLC Meetings weekly to analyze data and student work	2022-24	● Document use and collaboration between teachers and support staff to provide WIN time to students. ● Calendar of opportunities and participation in PD ● PLC Schedule and Supporting documents	● Feedback from staff

Engaging Community SMART GOALS	★ Through the use of translation/interpretation resources (phone and written) and an increase in the efficient use of social media, we will increase participation of Spanish speaking families in school-wide events, activities and partnerships as measured by event attendance and communication logs. ★ We will increase the annual number of events targeted to increase the participation of underrepresented families.			
	● Interpretation/translation services/methods accessed 100% of the time ● Use of social media to communicate school services/activities ● School activities communicated and designed to allow equitable access for 100% of our families ● District EL family engagement meeting (2 times per year)	2022-24

Dec/Mar 22-24 | ● Calendar of events (Family night, etc.) ● Increase in use of Phone Translation Service ● Shared documents in Eng/Spanish ● Increased and improved use of Social Media platform inform our community ● Calendar, Agenda and Minutes of Parent Group Meetings ● Weekly S'more family update | ● Participation log from Family Night events ● Documents in Eng/Spanish ● Increased number of social media posts in Eng/Spanish ● Increased participation in school events and organizations by parents of EL students ● 🅿 TItle IA Annual … |