

# OSPI School Improvement Plan 2021-2022

## Building data

Please, provide your school district and building name below.

<b>School District:</b> Lopez Island School District
<b>Building Name:</b> Lopez Island Middle and High School
<b>Date:</b> October 27, 2021

## Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2021-22. Please refer to the OSSI SY 2021-2022 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.

## 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.*

(Template continues on next page)

**SY 2021-2022 SMARTIE Goal #1: Increase the percentage of 6<sup>th</sup>-12<sup>th</sup> grade students scoring at or above grade level in math by 5% (7% for EL and special education subgroups) as measured by the SBAC and Star assessments.**

<b>Activities</b>  <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<b>Timeframe</b>  <i>What is the projected length of time of the activity?  When or how often will progress be monitored or data reviewed?</i>	<b>Lead</b>  <i>Who will be responsible for implementing, measuring and adjusting the activity?  Who else will be involved?</i>	<b>Resources</b>  <i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<b>Measures</b>  <i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
1) Math learning lab 2 days a week for 40 minutes for all LISD secondary student, focused on the CCSS 8 mathematical practices, study skills, organizational skills, and homework support.	September 2021- June 2022  Academic progress monitored monthly	LISD STEM teachers: John Platter, Kathryn Kester, Joe Behnke, and Kristen Ryan	Professional development	Mid-term and term grades, informed by classroom assignments and assessments  Star scores (winter and spring)  SBAC spring scores
2) Revise attendance policy at the school board level, and implement parent education regarding attendance in an effort to improve average daily attendance.	November 2021-policy revised  Attendance data monitored monthly	Martha Martin, Secondary Principal  Ed Murray, Superintendent  LISD School Board	Attendance data  Existing attendance policy	Attendance reports  School board minutes
3) Personal goal setting based on Star scores and grades.	November 2021-June 2022  Progress monitored by students weekly	LISD STEM teachers: John Platter, Kathryn Kester, Joe Behnke, and Kristen Ryan	Goal setting template  PD on goal setting	Examples of goals, action plan, evidence  Star scores (winter and spring)  Grades
4) Revised MTSS process for tier 1 and 2 students using Qmlativ form and heat map with regularly updated data on SBAC, Star, grades, attendance, and behavior information.	October 2021-revised process communicated to staff  Student progress monitored monthly at MTSS meetings, which are held weekly for 1-2 grade levels.	John Platter, RTI Coordinator  Jeanna Carter, school counselor	Qmlativ  MTSS weekly meetings	MTSS input forms and action plan  Heat map

5) Collaboration between math teachers and science teachers for the purpose of identifying math standards that are also supported in the science classes.	November 2021-January 2022	Martha Martin, Secondary Principal	Common core math standards Illustrative math curriculum Course syllabi in math and science Time allotted during Tuesday collaboration	Secondary staff meeting agendas and notes
6) Universal Design for Learning practices. A small group will go through Novak training in the late fall, choose a small subset of instructional practices for whole group professional development.	October 2021-December 2021 Novak training January 2022-March 2022 Staff Training	Martha Martin, Secondary Principal	Novak Professional Development for principal, RTI coordinator, and special education teacher	Novak training documentation LISD PD agendas
7) Increase targeted academic support and advocacy for English Language Learners in learning lab.	September 2021-June 2022	Owen Murphy, EL Coordinator	Spanish speaking paraeducators	Star and SBAC scores

<b>Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.</b>
<p>For learning lab, classroom teachers are paid out of Basic Ed  10 E 530 0100 27 2110 4010 0000 0000 0 - HS  10 E 530 0100 27 2110 4020 0000 0000 0 – MS</p> <p>Special education teachers facilitating a learning lab</p> <p>10 E 530 2100 27 2110 0000 0000 0000 0 - SPED, BASIC, STATE  10 E 530 5500 27 2110 0000 0000 0000 0 - LEARNING ASSISTANCE, STATE</p>
<p>For EL support</p> <p>10 E 530 6500 27 2110 0000 0000 0000 0 (TRANSITIONAL BILINGUAL, STATE - 43% of his FTE)</p>
<p>For UDL Novak training, this is the code for the inclusionary practices grant:</p> <p>10 E 530 6500 27 2110 0000 0000 0000 0 (TRANSITIONAL BILINGUAL, STATE - 43% of his FTE)</p>
<p>For MTSS meetings, the RTI coordinator stipend is paid out of this fund:</p> <p>10 E 530 0100 27 2110 4020 0000 0000 0  10 E 530 0100 27 2110 4010 0000 0000 0 (BASIC EDUCATION - split 50/50 between middle and high school, not part of his 1.0 FTE, paid separately as a stipend)</p>

The counselor is paid from this fund

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**SY 2021-2022 SMARTIE Goal #2: Increase the percentage of 6<sup>th</sup>-12<sup>th</sup> grade students scoring at or above grade level in ELA by 5% (7% for EL and special education subgroups) as measured by the SBAC and Star assessments.**

<b>Activities</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>	<b>Measures</b>
<i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<i>What is the projected length of time of the activity?  When or how often will progress be monitored or data reviewed?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity?  Who else will be involved?</i>	<i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
1) ELA learning lab 2 days a week for 40 minutes for all LISD secondary student, focused on the CCSS 8 mathematical practices, study skills, organizational skills, and homework support.	September 2021- June 2022  Academic progress monitored monthly	LISD humanities teachers: Richard Carter, Richard Tetu, Frieda Hoops, Amy Studzienko	Professional development	Mid-term and term grades, informed by classroom assignments and assessments  Star scores (winter and spring)  SBAC spring scores
2) Revise attendance policy at the school board level, and implement parent education regarding attendance in an effort to improve average daily attendance.	November 2021-policy revised  Attendance data monitored monthly	Martha Martin, Secondary Principal  Ed Murray, Superintendent  LISD School Board	Attendance data  Existing attendance policy	Attendance reports  School board minutes
3) Personal goal setting based on Star scores and grades.	November 2021-June 2022  Progress monitored by students weekly	LISD STEM teachers: John Platter, Kathryn Kester, Joe Behnke, and Kristen Ryan	Goal setting template  PD on goal setting	Examples of goals, action plan, evidence  Star scores (winter and spring)  Grades
4) Revised MTSS process for tier 1 and 2 students using Qmlativ form and heat map with regularly updated	October 2021-revised process communicated to staff	John Platter, RTI Coordinator  Jeanna Carter, school counselor	Qmlativ  MTSS weekly meetings	MTSS input forms and action plan  Heat map

data on SBAC, Star, grades, attendance, and behavior information.	Student progress monitored monthly at MTSS meetings, which are held weekly for 1-2 grade levels.			
5) Collaboration between ELA and social studies teachers for the purpose of identifying ELA standards that are also supported in the social studies classes.	November 2021-January 2022	Martha Martin, Secondary Principal	Common core ELA standards Course syllabi in ELA and social studies Time allotted during Tuesday collaboration	Secondary staff meeting agendas and notes
6) Universal Design for Learning practices. A small group will go through Novak training in the late fall, choose a small subset of instructional practices for whole group professional development.	October 2021-December 2021 Novak training January 2022-March 2022 Staff Training	Martha Martin, Secondary Principal	Novak Professional Development for principal, RTI coordinator, and special education teacher	Novak training documentation LISD PD agendas
7) Increase targeted academic support and advocacy for English Language Learners in learning lab.	September 2021-June 2022	Owen Murphy, EL Coordinator	Spanish speaking paraeducators	WIDA Star and SBAC scores

<b>Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.</b>
<p>For learning lab, classroom teachers are paid out of Basic Ed  10 E 530 0100 27 2110 4010 0000 0000 0 - HS  10 E 530 0100 27 2110 4020 0000 0000 0 – MS</p> <p>Special education teachers facilitating a learning lab</p> <p>10 E 530 2100 27 2110 0000 0000 0000 0 - SPED, BASIC, STATE  10 E 530 5500 27 2110 0000 0000 0000 0 - LEARNING ASSISTANCE, STATE</p>
<p>For EL support</p> <p>10 E 530 6500 27 2110 0000 0000 0000 0 (TRANSITIONAL BILINGUAL, STATE - 43% of his FTE)</p>
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The counselor is paid from this fund

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### SY 2021-2022 SMARTIE Goal #3: Mitigate the impact of the pandemic on social emotional wellbeing and sense of belonging at school.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<i>What is the projected length of time of the activity?  When or how often will progress be monitored or data reviewed?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity?  Who else will be involved?</i>	<i>What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
1) Implement advisory structure once a week with mixed groups of 6 <sup>th</sup> -8 <sup>th</sup> graders for middle school and mixed groups of 9 <sup>th</sup> -12 <sup>th</sup> graders for high school. Form middle and high school advisory planning groups.	Every Tuesday, 50 minutes, all year	Martha Martin, Secondary Principal, in collaboration with Jeanna Carter, School Counselor, secondary teachers and students	SEL resources on habits of character (kindness, belonging, ownership, perseverance) and restorative justice.	Advisory lesson plans
2) Include social emotional wellbeing in the MTSS process.	Begin process in October.  Monitor progress monthly or as needed	Jeanna Carter, School Counselor	One on one and small group counseling with school counselor or outside provider  Regular check-ins with students  Communication with parents	Engagement in class and other school activities  Ability to focus  Significant changes in life/family  Significant changes in behavior  Healthy relationships with peers
3) New one-semester health class for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> graders, including mental health content	September 2021-June 2022	Owen Murphy, Health Teacher	OSPI standards  Safe San Juans	Health class syllabus and lesson plans

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
<p>For advisory, classroom teachers are paid out of Basic Ed</p> <p>10 E 530 0100 27 2110 4010 0000 0000 0 - HS</p> <p>10 E 530 0100 27 2110 4020 0000 0000 0 – MS</p>