

Elk Run 2021-2022 Continual Improvement Plan

Needs Assessment:

Levels of Achievement:

What strengths stood out while reviewing student levels of achievement

- 52% of our lowest 25% of students showed growth on end of year benchmarks in the 2018-2019 school year.
- Behavior referrals in Educator’s Handbook are down 37% for Major referrals 2021 over 2020 and 43% for Minor referrals 2021 over 2020
- DIBELS shows growth in benchmark and above benchmark percentage from 45% to 53% from BOY to EOY 2020-2021
- 5th Grade Science had significant growth/RISE 15% growth from 2018 to 2019

Areas for Growth:

- ELL Speaking component is very low
- Language scores are low
- Dibels

School Goals, Strategies:

School SMART Goal #1

The Elk Run school needs assessment indicated a need to focus on basic reading skills as measured with DIBELS. Our goal is that **70% of our students will attain their pathways of progress (POP) goal from their Beginning to End of year DIBELS test.**

Tracking School SMART Goal #1

Data Used to Track School Goal 1 (check all that apply):

RISE Proficiency Scores RISE Growth Scores WIDA Scores RISE Interim Scores
 Other data: _____ DIBELS Other data: _____

How will Goal 1 be monitored (check all that apply):

Consistent data review in department or grade-level teacher PLCs
 Consistent data review in Building Leadership Teams and/or school MTSS team
 Consistent data review with Community Council and other parent stakeholder groups
 Other goal monitoring: _____

How will the success of Goal 1 be communicated to stakeholders (check all that apply):

Shared with Community Council and other parent stakeholders School website
 Published on Community Section of school website Shared at school events
 Other ways: _____

Strategy #1 to accomplish this goal

Hire and train an interventionist/certified teacher to work with students in reading/vocabulary needs for ELL and other students as needed.

Strategy #2 to accomplish this goal

We will utilize bi-monthly data/PLC meetings to analyze individual student growth through progress monitoring and other data as prescribed for each student. These meetings are in addition to the PLC meetings described in the Professional Agreement.

Strategy #3 to accomplish this goal

Train and support Para professionals to support classroom instruction

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Strategy #4 to accomplish this goal: We will run a summer school program with a focus on literacy, math, and music, PE, Art and Science.

Strategy #5 to accomplish this goal: Provide additional Social worker support for students.

Strategy #6 to accomplish this goal: Continue using BUCKS as a way of motivating students. Elliot Tickets will be used intentionally to support desired behaviors. Provide the Elliot store during lunch for students to spend their Tickets.

Strategy #7 to accomplish this goal: Re-engage our partnership with Playworks to provide recess supports for all students

School SMART Goal #2: Impact our ability to communicate with patrons and thus increase family engagement for ALL families. Communicate at least weekly with patrons to reduce barriers in accessing school services because of language differences and/or circumstances that prevent parent engagement.

Tracking School SMART Goal #3

Data Used to Track School Goal 3 (check all that apply):

RISE Proficiency Scores
 RISE Growth Scores
 WIDA Scores
 RISE Interim Scores
 Other data: _____
 Other data: _____

How will Goal 3 be monitored (check all that apply):

Consistent data review in department or grade-level teacher PLCs
 Consistent data review in Building Leadership Teams and/or school MTSS team
 Consistent data review with Community Council and other parent stakeholder groups
 Other goal monitoring: __Patron Survey_____

How will the success of Goal 3 be communicated to stakeholders (check all that apply):

Shared with Community Council and other parent stakeholders
 School website
 Published on Community Section of school website
 Shared at school events
 Other ways: _____

Strategy #1 to accomplish this goal: Improve access to school services for all students and families.

Strategy #2 to accomplish this goal: Working in PLCs, teachers will identify activities that families can do at home to support standards being taught in school. These activities will be sent home to parents via social media, Class Dojo, and weekly newsletters.

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Reflection:

Celebration(s):

Our school had some really difficult things this year. We suffered the loss of a teacher in July 2020 and several other deaths of staff family members. We had sickness, quarantine, dual modality teaching, COVID, and all the extra things that came with it. When it comes down to it, the fact that we are all still standing is a great celebration.

Academically, our students performed nearly as well as we had hoped on their DIBELS POP scores with 60% of our K-3 students and 62% of our 4-6th graders making typical and above progress.

Even with COVID, our average attendance was over 90%.

By the end of the year the vast majority of our Distance Learners had returned to face to face learning!

We were able to utilize some of our TSSA funding for our goal of hiring paraeducators and use them in the classroom to support reading and writing, but COVID, quarantines and other illnesses, prevented spending the allotment.

Reflection on goal(s):

Elk Run has 4 comprehensive SMART goals in the following areas explained in abbreviated form:

- Student Achievement,
 - Each student will know their math facts with fluency and will write using grade level standards of grammar and convention.
- Instruction,
 - Teachers will work in collaborative teams to plan and execute instruction.
- PBIS
 - Students will be taught school-wide behaviors for academics and social situations. Staff will reinforce this teaching with positive recognition and reward.
- School Culture
 - We believe in a positive school culture that guides our practice. We assume the good, and doubt the bad.

COVID prevented some of the strategies we had outlined to achieve our goals, namely hiring paraeducators, participating in the A2A program, and meeting in bi-monthly PLC meetings during the school day. We will continue to prioritize these goals through the coming school year, 2021-2022, and measure our success in meeting them through strategies identified in our leadership teams.

We were able to hire an interventionist to help with targeted reading interventions for the second half of the school year.

Link between expenses and school success:

TSSA and Land Trust goals were written and developed prior to knowing the full extent of the impact of COVID on the school. Some goals, like hiring subs for PLC meetings were not permitted after an evaluation of available substitutes. It became clear just before the start of the school year that bi-monthly PLC meetings would not be possible.

We were able to purchase M-Class for our teachers to use DIBELS as progress monitoring and to evaluate data.

- \$3,600 from TSSA

In an effort to support direct instruction in the classroom, we purchased enhanced sound systems for each instructional area.

- 22512.90 from TSSA This was an amendment in January 2021.
- 7886.86 from Land Trust

Para-educators were part of our plan as we recognized the importance of intervention and small-group after the dismissal in March. We were able to find and hire some paras, but were unable to spend the amount of money we had set aside. These paras were able to positively impact the groups they worked with when they were in the classroom. DIBELS data shows POP goals were reached by 60% of our students, this is short of our goal of 70%.

- 18554.84 TSSA (plus benefits)
- 19050.84 Land Trust (plus benefits)

When the added burden of COVID and dual modality learning became apparent, my team opted out of the A2A program. We did not spend the 3,000 budgeted for that. -TSSA

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We funded an interventionist for the second half of the year to help us with targeted reading interventions.

- 32822.70 Land Trust (plus benefits)

To support our instructional goal we provided a conference opportunity for our teachers on June 7 and 8 where we examined practice and identified areas where we can become more efficient in our teaching efforts. Teachers were paid a stipend of 250.00 a day over two days for attendance (all but 3 attended); an amendment was written into the Land Trust plan and approved by the community council.

- 17878.92 Land Trust

We recognize the need for teachers to have the necessary supplies to teach in their classrooms. We spent some of our Land Trust supply money supporting supplies for new science standards across grade levels.

- 3865.00 Land Trust

Closing learning gaps (how school will find, assess, and address student needs)

Planning ahead to enhance instruction through PLC work, vertical teaming, identifying targets for instruction and planning for gaps is a part of how we will address learning loss. We know we need to identify essential standards and standards that students may not have mastered from previous grade levels and work to embed review and teaching of those standards in our current grade level teaching. Working with previous grade levels to identify those standards will help make this work more efficient.

We know we need to work in PLCs to develop Tier II interventions and extensions for students. Working in our PLCs we will design instruction around essential standards, create CFAs around those standards, analyze the data from the CFAs, and design intervention and extension so students can achieve mastery of the standards.

We are using ESSER II funding to provide a summer learning opportunity for which we have nearly 150 students registered. These students were invited based on EOY DIBELS data. We have planned rigorous reading, math, and enrichment activities to provide steady engagement in this program. We have planned for attendance incentives including a big-ticket item that was donated for a grand prize for a student with excellent attendance.

- Approx \$35,000 ESSER II

We have allocated money for additional School Social Worker time to help with SEL development at Elk Run. Students have many Social and emotional needs following earthquakes, pandemics, and uncertainty in their lives. Additional support from the SSW will be beneficial to the students and faculty in addressing unprecedented needs.

- Approx \$60,000 ESSER II

We have allocated money to purchase instructional supplies to meet the varied needs of our students.

- Approx \$11,500 ESSER II