Valley School | Valley School District Schoolwide Continuous Improvement Plan | 2021-2022	
Section 1: Building Data	
1a. Building: Valley School	**1g. Grade Span:** Transitional Kindergarten – Grade 8 **School Type:** Elementary/Middle School
1b. Principal: Becky Parrill	**1h. Building Enrollment:** 186 headcount / 185.80 FTE (November)
1c. District: Valley School District	**1i. F/R Percentage:** 72%
1d. Board Approval Date: January 19, 2022	**1j. Special Education Percentage:** 21.4%
1e. Plan Date: January 14, 2022	**1k. English Learner Percentage:** 0.01%

Section 2: School Leadership, Staff and Parent-Community Partners	
Becky Parrill, Principal Kimberly McNees, Counselor Ken Davis, Psychologist/Special Services Director Candace Harris, Early Learning Director Becky Bylund, Special Education Teacher (Life Skills Program)	Pamela Harrison, Special Education Teacher Karon Axtell, Intervention Specialist & LAP/Title I Coordinator Kenny Rindlisbacher, Teacher Family Engagement Committee, parent members

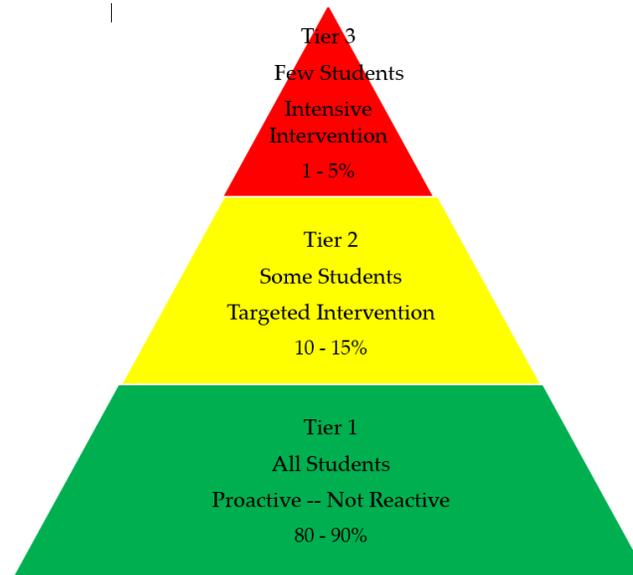| Section 3: Vision Statement |
|---|
| Continually improving student learning consistent with the District Vision of "Where every student becomes a lifelong learner." |

Section 4: Culture of Equity Description/Statement
We believe that all students can learn and achieve at high levels. Every student is special and unique, possessing their own set of strengths. The staff at Valley is committed to growing those strengths and helping ALL students develop academically, socially and emotionally.

Student Populations

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

An interruption in state and school-based assessments during the 2019-20 and 2020-21 school terms due to the COVID-19 pandemic prevented the gathering of academic achievement data. Staff identified the Smarter Balanced and MAP assessments as tools used to measure student achievement. During 2019-20, a Plan-Do-Study-Act cycle for Multi-Tiered Systems of Support was initiated, and this work continued in 2020-21 to guide our academic achievement and school climate goals for continuous improvement.

Tier 3
Few Students
Intensive
Intervention
1 - 5%

Tier 2
Some Students
Targeted Intervention
10 - 15%

Tier 1
All Students
Proactive -- Not Reactive
80 - 90%

Data generated from our school counseling needs assessment, office referral data, and SOAR Room referral data identified a schoolwide need to focus on MTSS Tier 1 interventions, developing proactive skills to lessen reactive responses and behavior issues that cause a loss of instructional time and barriers to student outcomes and success.

2. **What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.**

In the 2020-21 Counseling Needs Assessment, both certified and classified staff rated the following as very needed/important in the MTSS framework:

TIER 1 – Classroom lessons teaching social emotional skills
- Conflict resolution (small problem v. big problem; ignoring; understanding types of conflict)
- Responsibility (choices and consequences; problem solving; doing job as student)
- Positive communication ("I" messages; apologies; tone of voice; body language)

TIER 2 – Small group counseling
Short-term individual counseling

The fluctuating number of student referrals for Principal/Office Intervention and to the SOAR Room (behavioral resets) in the previous three years for most grade bands indicate that there are more factors for us to consider in order to determine the successfulness of our work.
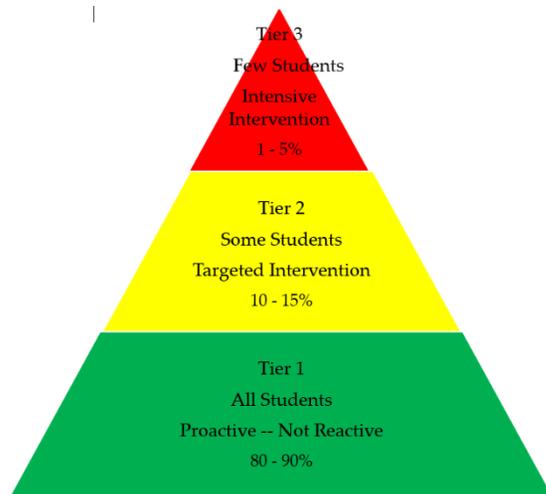
Office Occurrences:
SY2019-2020: Totals for K-8 – 686 occurrences by 89 students = 43% of 203 students enrolled
SY2018-2019: Totals for K-8 – 569 occurrences by 98 students = 23% of 200 students enrolled
SY2017 – 2018: Totals for K-8 – 661 occurrences by 105 students = 54% of 193 students enrolled

Soar Room Visits:
SY2019-2020: Totals for K-8 – 396 occurrences by 50 students = 24% of 203 student enrolled
SY2018-2019: totals for K-8 – 363 occurrences by 43 students = 22% of 200 students enrolled
SY 2017 – 2018: Totals for K-8 – 856 occurrences

Areas of strength in Valley School that continue to support our improvement work:

- A well-trained, hard-working staff dedicated to meeting the needs of all students
- Students excited to learn, and parent/guardian/family partnerships to support student growth
- A supportive and collaborative team across the Valley School District committed to student success
- A school-wide commitment to supporting the whole student through food and nutrition services, class meetings, class guidance lessons (implemented by counseling department), counseling department led SEL small groups, Student Success Team, Positive Behavioral Interventions and Supports (PBIS) and Sound Discipline practices
- A focus on continuous improvement including a collaborative/team approach to problem solving and planning
- Professional development opportunities
- Quality facilities

To build strength in areas of concern, staff has focused on professional development to broaden their collective knowledge base.

- Conscious Discipline training: A majority of our K-5 teachers and many of our paraeducators have participated.
- Book study: *Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them* by Ross W. Greene
- PBIS training with Flint Simonsen, Whitworth professor and PBIS expert for the state of Washington.

3. **A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population.**

   a. **What strengths do they possess?**

   Some of the strengths our students possess are fun-loving, caring, resourceful, adept at navigating technology, happy to be at school, and eager to learn. Our students are also resilient, confident, and adaptable. Finally, our students are good friends to their friends.

   b. **What challenges do they face?**

   Many experience long travel distances (time on bus) to school. Poverty, trauma, and hunger are present factors that mean students are experiencing significant personal challenges. Our earliest learners are not always prepared for school when enter in kindergarten, resulting in delayed progress.

   In our rural area, there are limited resources and fewer opportunities for work for parents/guardians, resulting in a lower socioeconomic status and the disadvantages that come with limited financial resources.

c. **What are some important relationships in their life?**

Immediate and extended family members, peers, friends' parents, teachers and school staff.

Educators

1. **Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?**

We have a strong teaching staff that is committed to working together to accomplish our goals. We collaborate in grade level bands of P-2/K-2, 3-5, and 6-8 to further analyze data. We meet to discuss progress monitoring, and to discuss strategies for implementation to target areas of potential growth.

The PBIS team consisting of teachers, the counselor, paraprofessionals, and principal meet bi-weekly to collaborate on how to positively support student behaviors at the Tier 1 level.

The Student Success Team, consisting of teachers, the counselor, principal, special education director, paraeducators, and school psychologist, meets weekly to discuss more intensive interventions for identified students, engaging Tier 2 supports for academics and behaviors.

Staff meets during Monday Late Start in-service to collaborate around agreed upon priorities: progressive discipline, PBIS, family partnerships, SEL in the classroom, etc.

2. **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)?**

Professional Development opportunities for staff happens during Monday Late Start and our scheduled professional development days. Staff can also elect professional development opportunities and trainings that happen outside the Valley School. This is done in conjunction with what our school goals, professional growth goals, and student growth goals enable us to plan.

- Professional development on MTSS to understand tiered interventions through the lens of academics, behaviors (PBIS and Conscious Discipline), and trauma (PBIS and Conscious Discipline).
- Professional development opportunities for staff to support Professional Growth Goals and Student Growth Goals
- Continued opportunities in professional development to grow staff strengths

Systems of Support

1. **Consider the degree to which your school's system of support is grounded in meeting the 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.**

   Staff have identified the following as strengths for our system:

   - Conscious Discipline training to support social emotional needs of students
   - Building ways for students to learn how to self-manage
   - Progress monitoring (STAR and ESGI for Kinder)
   - SOAR room
   - Tiered approach to interventions – behavior and academics
   - Setting and expressing clear expectations for students
   - Love our students
   - Community partnerships – WISe (Wraparound with Intensive Services)
   - Student Success Team

   Staff have identified the following as areas to strengthen for our system:

   - Consistency in consequences whenever students aren't meeting expectations
   - A more clearly defined flow for when students aren't meeting expectations
   - A clearer understanding of how each piece of our system works together
   - Academics and interventions …. How do we better serve our students and help them catch up to where they need to be?
   - Increased collaboration between special education teachers and general education teachers.
   - Increased collaboration among teachers to support student success

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

   Staff completed a Forms questionnaire to provide input.

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

   WISe team is a voluntary program for children, youth, and their families with intensive mental health care. Services are available in the home and community settings and offer a system of care based on the individualized need of the child or youth. It takes a team approach to support families, and we partner with families and WISe as another member on the team. We align in strategies and supports provided, so students have consistency in care.

Section 6: PLAN | NEEDS ASSESSMENT Data Sources (SY 2020-21)

Please check or share the most meaningful sources of data used in your needs assessment work

☒ WaKIDS	☒ Restraint and Isolation Data
☒ Smarter Balanced Assessment/Interim Assessment Blocks	☒ Time out of class (e.g., visits to nurse, counselor, etc.)
☒ Progress Monitoring Data	☒ Special Education Eligibility/Disproportionality Data
☒ Discipline Referrals	☒ Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
☒ Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)	

Section 7: PLAN

SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE GOALS & STRATEGIES

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. 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.

Goal/Priority #1 (G1)	Improve Student Achievement: Address MTSS Tier 1 interventions to provide behavioral support for students at the classroom level to increase instructional time (quality/quantity) for all students. Building staff capacity in identifying what is the root of behavior to develop best system adjustment and/or intervention.
Goal/Priority #2 (G2)	Improve School Climate: Engage positive student behavior to decrease student referrals to Principal/Office Intervention and SOAR Room. Tier 1, Tier 2, and Tier 3 interventions.
Goal/Priority #3 (G3)	Click or tap here to enter text.

Section 8: DO

SY 2020-2021 COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/COMPONENT #4: COORDINATION AND INTEGRATION

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources *(materials, supplies, funding, human capital)*
G1-A1) Professional Development on PBIS to understand what is at root of behavior	ongoing	PBIS Team	PBIS Training (Contracting with Flint Simonsen) Data from Systems Review
G1-A2) Identify what skills are lagging and what interventions are needed for student support	ongoing	Student Success Team PBIS Team	Data from Systems Review

G2-A1) Establish Tier 1, Tier 2, and Tier 3 interventions	ongoing	PBIS Team Intervention Team	PBIS Training (Contracting with Flint Simonsen) Data from Systems Review
G2-A2) Targeted intervention providing small group counseling and short-term individual counseling.	ongoing	Counseling Team	Data from Systems Review
G2-A3) Mental health counseling for more acute needs	ongoing	Mental health therapist	Contracting with Mental Health Therapist

8e. Budget Table		
Funded SY 2020-2021 Expenditure (Linked to Activity)	**Funding Source**	**Funding Amount**
G1-A1) Professional Development – Re: Contract with PBIS Specialist, Flint Simonson	Title II-A; Basic Ed; Levy/LEA	$10,665
G1-A2) Weekly PBIS Team Mtgs (Thurs PM) and Student Success Team Mtgs (Mon PM); Mtgs occur during regular school days.	Basic Ed; LEA; LAP	Part of staff's regular school day. Cost was included in staff's annual payroll contracts.
G2-A1) School Counseling Needs Assessment via Google survey to staff as part of regular school day	Basic Ed; LEA: LAP	Part of staff's regular school day. Cost was included in staff's annual payroll contracts.
G2-A2) Classroom SEL lessons	Basic Ed; Levy; LEA	Part of staff's regular school day. Cost was included in staff's annual payroll contracts.
G2-A3) Contract with licensed mental health therapist	Title IV-A	$9,105

8f. (SY 2020-21) Component #4: Coordination/Blending and Integration of Schoolwide Funds Matrix
Matrix of blended funds within the Title I, Part A Schoolwide which should include your school improvement funds

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Ed	$1,420,049	Provide all students with instruction aligned to grade-level-specific state standards.
Levy Equalization & Local Funding	$634,523	Provide all students with instruction aligned to grade-level-specific state standards including differentiation and enrichment services. Facilitate family engagement activities. Provide staff professional development targeted toward MTSS and social emotional learning.
Title I-A	$60,653	Math support for grades K-8 and ELA support for grades 6-8 through push-in services, small groupings and one on one tutoring during WIN (What I Need) time.
Title II-A	$11,350	Provide staff professional development targeted toward MTSS and social emotional learning.
Title IV-A	$9,105	Address students' mental health needs through provision of mental health counseling services on site. Support the parent involvement/family engagement program, as allowed by transferability to Title I-A allowable activities.
LAP	$178,417	Provide K-4 literacy support by a certificated intervention specialist and other support personnel.
Total	**$2,314,097**	

Section 9a: STUDY (SY 2020-2021)

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

Study *(Prior to implementation) What evidence will you examine to evaluate if your activities are working?*	Prior to implementing the plan, Discipline data was identified as the evidence to evaluate if activities are working. As the plan was rolled out, it became apparent that there are more variables that feed into a decrease of office referrals than the Tier 1 work identified in the plan. Along with that, it also became apparent that there are more variables needing to be considered than just discipline to determine success, for example, students reading at grade level would be another piece of valuable data to consider when determining effectiveness of activities.

Section 9b: STUDY (SY 2020-2021)

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

Study *(SY 20-21) mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?*	With a new principal, teaching staff, and counselor being hired at the beginning of the 2020-21 school year and a shift from the previous school improvement plan format to this comprehensive model, some components of this written plan and related activities were not completed and/or fully documented. This mid-year status check will be incorporated in our improvement work in the future.

Section 10: ADJUST

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

Adjust *(SY 20-21) mid-year implementation) What adjustments to your activities are you making after examining the results of your progress monitoring?*	With a new principal, teaching staff, and counselor being hired at the beginning of the 2020-21 school year and a shift from the previous school improvement plan format to this comprehensive model, some components of this written plan and related activities were not completed and/or fully documented. This mid-year status check and any related adjustments will be incorporated in our improvement work in the future.

Section 11: End-of-Year School Improvement Plan Review for SY 2020-2021

What were some strengths of the activities for at least one high-priority goal implemented this year?

Engaging Dr. Flint Simonsen (Assoc. professor at Whitworth University and PBIS expert) to provide PBIS training to all staff enabled us to have a common understanding of PBIS or tiered behavior interventions, agree as a staff to allow the PBIS team to move forward with decision making, and re-engage our PBIS team.

What challenges did you encounter this year with implementing activities for at least one high-priority goal?

As the 2020-21 school year progressed, it became evident that there is not an agreed upon standard for what behaviors warrant a discipline referral or a common standard for what becomes of a referral. For example, are interventions attempted prior to referrals being written? Are interventions paired with referrals? Are interventions implemented to prevent future referrals? Some other considerations around referrals: Are referrals the best form of tracking behavior? Is everybody writing referrals? What does a referral mean?

These questions/examples are limited. They are just a small piece of evidence to show that more work needs to be done around this.

What adjustments and modifications need to be made towards at least one high-priority goal and its related activities for the upcoming academic year (SY 2021-2022)?

With the systems review, we will have more clear guidance on what direction to move for this; however, it seems that an emphasis on our tiered academic and pedagogical approach will be an included priority.

Also, continued work on our PDSA around progressive discipline. This work will support staff to work through the previously mentioned challenges.

What additional sources of data, if needed, will be collected to monitor progress of those activities (for SY 2021-2022) to be adjusted or modified?

Intervention data, i.e. students served and student progress in the program.
SPED data, i.e. students referred, students served, and progress in the program.

Section 12: PLAN/NEEDS ASSESSMENT Data Sources (SY 2021-2022)

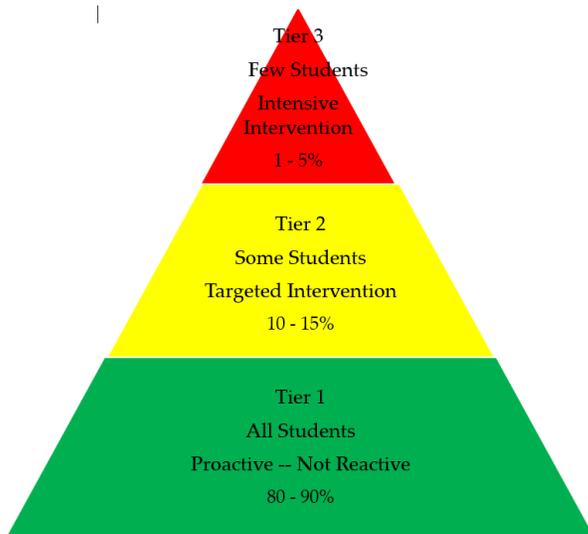|	
☒ WaKIDS ☒ Smarter Balanced Assessment/Interim Assessment Blocks ☒ Progress Monitoring Data ☒ Discipline Referrals ☒ Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)	☒ Restraint and Isolation Data ☒ Time out of class (e.g., visits to nurse, counselor, etc.) ☒ Special Education Eligibility/Disproportionality Data ☒ Special Education Placement Data (LRE)

Section 13: PLAN (SY 2021-2022)

IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. 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.

The number of student referrals for Principal/Office Intervention and to the SOAR Room (behavioral resets) in the previous three years for most grade bands indicate that there are more factors for us to consider in order to determine the successfulness of our work.

Tier 3
Few Students
Intensive Intervention
1 - 5%

Tier 2
Some Students
Targeted Intervention
10 - 15%

Tier 1
All Students
Proactive -- Not Reactive
80 - 90%

Office Occurrences:
SY2020-2021: Totals for K-8 – 92 occurrences by 12 students = 7% of 168 students enrolled
SY2019-2020: Totals for K-8 – 686 occurrences by 89 students = 43% of 203 students enrolled
SY2018-2019: Totals for K-8 – 569 occurrences by 46 students = 23% of 200 students enrolled

Soar Room Visits:
SY2020-2021: Totals for K-8 – 109 occurrences by 15 students = 9% of 168 students enrolled
SY2019-2020: Totals for K-8 – 396 occurrences by 50 students = 24% of 203 students enrolled
SY2018-2019: totals for K-8 – 363 occurrences reported by 43 students = 22% of 200 students enrolled

Fall SBA data; Students in grades 4 – 8 participated:
- English Language Arts: 28% of students met standard – 25 students out of the 89 students that completed testing
- Math: 17% of students met standard – 15 students out of the 89 students that completed testing
- Science: 59% of students met standard – 10 out of the 17 students that completed testing

Staff have identified the following as strengths for our system:
- Conscious Discipline training to support social emotional needs of students
- We are building ways for students to learn how to self-manage
- Progress monitoring (STAR and ESGI for Kinder)

- SOAR room
- Tiered approach to interventions – behavior and academics
- Setting and expressing clear expectations for students
- Love our students
- Community partnerships – WISe (Wraparound with Intensive Services)
- Student Success Team

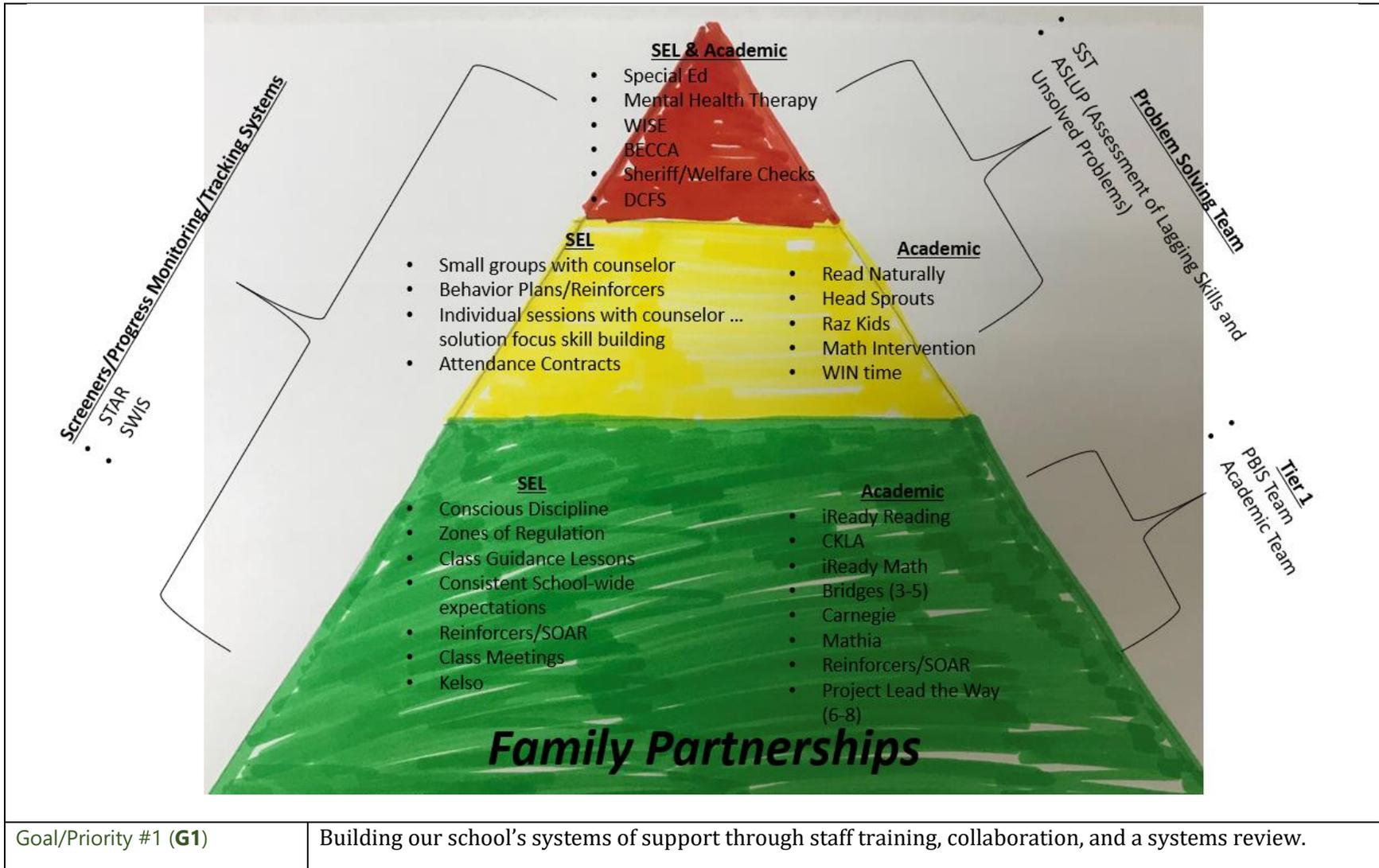Staff have identified the following as areas to strengthen for our system:
- Consistency in consequences whenever students aren't meeting expectations
- A more clearly defined flow for when students aren't meeting expectations
- A clearer understanding of how each piece of our system works together
- Academics and interventions …. How do we better serve our students and help them catch up to where they need to be?
- Increased collaboration between special education teachers and general education teachers.
- Increased collaboration among all teachers to support student success

To strengthen our system, staff have focused on professional development to broaden knowledge base.
- Conscious Discipline training: A majority of our K-5 teachers and many of our paraeducators have participated.
- Book study: *Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them* by Ross W. Greene
- PBIS training with Flint Simonsen. Whitworth professor and PBIS expert for the state of Washington.
- Literacy training
- STAR assessment training

Valley School Multi-Tiered Systems of Support

Below is Valley School's in-process, Multi-Tiered Systems of Support tools/interventions. PBIS, which is an identified priority of Valley School staff, is a multi-tiered framework for behavior support. The PBIS framework fits into a multi-tiered system of support seamlessly. You'll notice that PBIS is not listed on the framework below, and that is because PBIS is a framework as well. Rather than PBIS, you'll see "Consistent School-wide expectations" and "Reinforcers/SOAR" listed in the green Tier 1 of our framework. These are Tier 1 tools/interventions of the PBIS framework that support a school-wide implementation of positive behavior supports.

The pyramid diagram (MTSS/RTI triangle) contains the following text:

SEL & Academic (red tier)
- Special Ed
- Mental Health Therapy
- WISE
- BECCA
- Sheriff/Welfare Checks
- DCFS

SEL (yellow tier)
- Small groups with counselor
- Behavior Plans/Reinforcers
- Individual sessions with counselor … solution focus skill building
- Attendance Contracts

Academic (yellow tier)
- Read Naturally
- Head Sprouts
- Raz Kids
- Math Intervention
- WIN time

SEL (green tier)
- Conscious Discipline
- Zones of Regulation
- Class Guidance Lessons
- Consistent School-wide expectations
- Reinforcers/SOAR
- Class Meetings
- Kelso

Academic (green tier)
- iReady Reading
- CKLA
- iReady Math
- Bridges (3-5)
- Carnegie
- Mathia
- Reinforcers/SOAR
- Project Lead the Way (6-8)

Family Partnerships

Left side label: **Screeners/Progress Monitoring/Tracking Systems**
- STAR
- SWIS

Right side labels:
Problem Solving Team
- SST
- ASLUP (Assessment of Lagging Skills and Unsolved Problems)

Tier 1
- PBIS Team
- Academic Team

Goal/Priority #1 (**G1**)	Building our school's systems of support through staff training, collaboration, and a systems review.

Section 14: DO (SY 2021-2022)			
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY / COMPONENT #4 COORDINATION AND INTEGRATION			
14a. Activity	**14b. Timeframe for Implementation**	**14c. Lead(s)**	**14d. Resources/Budget**
G1-A1) PBIS Training	SY2021-2022	PBIS Team Flint Simonsen, Trainer Becky Parrill, Principal	Contracted service and staff time (re: extra hours to attend PBIS professional development)
G1-A2) System Review	Spring 2022	PBIS Team Intervention Academic Team Counseling Team Becky Parrill, Principal	Part of staff's regular school day. Cost is part of staff's annual payroll contracts.
G1-A3) Literacy Training	Spring 2022	Primary Teachers and Intervention	Registration fees and sub costs

Section 14e. Budget Table

Funded (SY 2021-2022) Expenditure (Linked to Activity)	Funding Source	Funding Amount
G1-A1) (i)Contract with PBIS Specialist, Flint Simonson; (ii) Extra hours pay for staff to attend PBIS trainings	Title II-A; Basic Ed; LEA; LAP	(i) $7,500 (ii) $28,190
G1-A2) Staff time to conduct System Review during regular school day	Basic Ed; Levy/LEA; LAP	Part of staff's regular school day. Cost is part of staff's annual payroll contracts.
G1-A3) Registration Fees and Substitute Costs	Levy/LEA	$1,400

14f. (SY 2021-2022) COMPONENT #4: COORDINATION/BLENDING AND INTEGRATION OF SCHOOLWIDE FUNDS MATRIX

Matrix of blended funds within the Title I, Part A Schoolwide which should include your school improvement funds

NOTE: All Title I, Part A Schoolwide programs must include a matrix of the combined blended funds for their schoolwide model.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Ed	$1,660,042	Provide all students with instruction aligned to grade-level-specific state standards.
Levy Equalization & Local Funding	$689,348	Provide all students with instruction aligned to grade-level-specific state standards including differentiation and enrichment services. Facilitate family engagement activities. Provide staff professional development targeted toward MTSS and social emotional learning.
Title I-A	$52,431	Math support for grades K-8 and ELA support for grades 6-8 through push-in services, small groupings and one on one tutoring during WIN (What I Need) time.
Title II-A	$11,938	Provide staff professional development targeted toward MTSS and social emotional learning.
Title IV-A	$9,414	Address students' mental health needs through provision of mental health counseling services on site. Support the parent involvement/family engagement program, as allowed by transferability to Title I-A allowable activities.
LAP	$208,293	Provide K-4 literacy support by a certificated intervention specialist and other support personnel.
Total	**$2,631,466**	

Section 15a: STUDY (SY 2021-2022)
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

Study *(Prior to implementation) What evidence will you examine to evaluate if your activities are working?*	Discipline data, reading levels, STAR data, and other academic data. Systems review input.

Section 15b: STUDY (SY 2021-2022)

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
Study *(SY 21-22) mid-year implementation)* *Provide an evidence-based status* *update on how your activities are* *going: What is working and what* *needs adjustment?*	Staff will dedicate Monday late start time, and professional development time, to analyze the data and determine the effectiveness of our system and what needs adjusted.

Section 15c: STUDY (SY 2021-2022)

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
Study *("End" of implementation) Provide an* *evidence-based status update on how* *your activities are going: What is* *working and what needs adjustment?*	Staff will dedicate Monday late start time, and professional development time to analyze the data and determine the effectiveness of our system and what needs adjusted.

Section 16a: ADJUST (SY 2021-2022)

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
Adjust *(SY 21-22 mid-year implementation)* *What adjustments to your activities are* *you making after examining the results* *of your progress monitoring?*	This is to be determined.

Section 16b: ADJUST (SY 2021-2022)

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
Adjust	This is to be determined.

("End" of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?	

Section 17a: End-of-Year School Improvement Plan Review for SY 2021-2022

Please assess strengths and challenges implementing activities for SY 2021-2022 as described in Section 11 above and identify potential adjustments and modifications along with additional sources of data for SY 2021-2022.

These questions will be addressed by staff during the annual review process.

What were some strengths of the activities for at least one high-priority goal implemented this year?

What challenges did you encounter this year with implementing activities for at least one high-priority goal?

What adjustments and modifications need to be made towards at least one high-priority goal and its related activities for the upcoming academic year?

What additional sources of data, if needed, will be collected to monitor progress of those activities to be adjusted or modified?