

Consolidated School Improvement Plan**Title I, Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement**

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A, Targeted Assistance Programs, WAC 180-16-220, ESSA, and The Office of System and School Improvement.

All schools are required to have a school improvement plan, but they do not have to use this template.

For technical assistance on how to complete this template, please refer to the Consolidated Improvement Plan Implementation Guide.

Section 1: Building Data

1a. Building: Irene Reither Elementary	1g. Grade Span: PK-5 School Type: Elementary
1b. Principal: Dawn Christiana	1h. Building Enrollment: 767 K-5, 19 Developmental Preschool, 18 Head Start
1c. District: Meridian School District	1i. F/R Percentage: 54% (maintained from 2020-2021 Title I Plan)
1d. Board Approval Date: Click or tap here to enter text.	1j. Special Education Percentage: 13%
1e. Plan Date: August 23, 2021	1k. English Learner Percentage: 20%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Support Tier I: Targeted 1-2	

Section 2: School Leadership Team Members**Parent-Community Partners**

Please list by (Name, Title/Role)

Dawn Christiana, Principal Valerie Pennylegion, Title I Math Specialist Jenni Brown, Technology Teacher Hallie Whitsell, Assistant Principal Savannah Myers, Life Skills Teacher	Holly Li, ELL and ECE Specialist Janene Martinez, Behavior Specialist Catherine Mullett, Counselor Marina Wolfe, Counselor Anne Post, LAP Literacy Specialist Trent VanDyken, First Grade Teacher
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Section 3: Vision Statement

To ensure high levels of learning for ALL students, IRE will be a place where:

- ALL staff believe in a **growth mindset** and are positive about learning for all students, staff and families.
- **partnerships** bridge home and school.
- **relevant engaging learning opportunities** and rich curriculum drive staff and students to grow and achieve.
- there is a **positive school culture** with mutual respect and value for the unique traits and abilities of staff, students and families.
- staff balance the social emotional, behavior and academic learning needs of students to **nurture the whole child**.

Section 4: Culture of Equity Description/Statement

The Irene Reither Elementary Vision was developed in the fall of 2019 along with collective commitments that speak to the aspirations of the staff (classified and certified). These commitments specifically name building the collective teacher efficacy in an effort to positively impact the success of all students. Commitment to welcoming all families, building partnerships with all families and advocating for all students is the articulation of priorities the staff believe will change the outcomes for our students. The staff recognizes that with this commitment comes a need for communicating in various ways with a more systematic and inclusive approach. There is a recognition of the need to work differently to meet the range of needs of our students of color, students speaking languages other than English and those with learning differences. Additionally, we recognize the need to refine our culture to celebrate and honor the unique traits of our students and connecting with their families in respectful and culturally responsive ways.

Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6 unless they are a Title I, Part A Targeted Assistance Program.

If you are a Title I, Part A Targeted Assistance Program and you have submitted a needs assessment Summary to OSSI, please still complete the questions below in [blue](#).

Provide answers to the following questions. For additional questions to guide your thinking, please refer to our [website](#).

MAINTAINED DATA FROM PREVIOUS REVIEW (Due to the pandemic this information is consistent)

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?
 - Most student groups are performing below state standards in both Math and ELA.
 - **Students experiencing low income or poverty** have the highest absence rate, lowest achievement on ELA and Math assessments and the lowest growth over time on both district and state assessments.
 - Students who are **Hispanic or Latinx** have higher rates of discipline referrals and have lower achievement and growth scores.
 - Over the last three years students are entering our school less ready for Kindergarten based on WA-KIDS data.
 - **Students with disabilities** are scoring significantly lower than their peers in both ELA and Math and growth over time does not show evidence of closing the gap.
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.
 - Shifting focus to consistent SEL and ELA will support students who have lacked explicit instruction in these areas.
 - Communication with some families (e-mail, handbook, website, flyers) appears effective, yet families experiencing low income or poverty may need something different.
 - Families may not be informed of the importance of early learning, math and ELA standards.
 - Communication is often in English only and translation or interpretation needs to be systematic and organized.
 - Many of our families may be experiencing or have experienced trauma which impacts student performance when staff awareness is limited.
 - Students in our district lack early learning opportunities.
 - Cultural competency has not been a focus for the staff and a growing number of students of color and a range of ethnicities provides new learning opportunities.

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. (Do not include identifiable information!)
 - a. What strengths do they possess? Student has positive relationship with a range of staff at school and their family at home. The student is interested in learning about the world.
 - b. What challenges do they face? Student is experiencing low income and does not always have consistent supervision at home. Reading and math require focus and attention and the student seems to lack conceptual understanding and/or foundational skills in these areas.
 - c. What are some important relationships in their life? Student is close to family and connects with classroom teacher and likely at least one other adult in our school.

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?
-The staff turnover at our school is higher than most and the actual culture described would be true for 90% of the staff as we hire for that vision and as staff work collaboratively to build their relationships.
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)?

-Teachers need opportunities to observe one another in practice, as well as, use the PLC structure to collaboratively plan for intentional interventions for students.

-Best practice instruction for ELA needs to be refined and practices aligned to support the experience for all students.

-Focus on social emotional learning and explicit instruction will benefit the behavior students exhibit when challenged academically and otherwise.
3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

-IRE has implemented formal Professional Learning Communities aligned to the DuFour model. Currently classroom-based assessments are being used to demonstrate achievement and growth across specific grade levels. Teams are finding success.

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.

-Shift of Behavior Specialist to MTSS Coordinator is increasing understanding of Tier I and adds a focus on instructional coaching.

-Two full time counselors provide more opportunity for classroom support, small groups and individualized work. The SEL focus with Conscious Discipline and their leadership with DESSA is moving the staff forward in prioritizing SEL.

-School Wide Intervention Team (SWIT) reviews individual student data, determines intervention priorities and supports Tier I, Tier II and Tier III interventions, progress monitoring and data collection. This team is increasing the implementation of targeted and specific interventions for students with systematic documentation..

-Multiple times per year grade level teams and specialists will meet for Student Growth Data Meetings. These meetings provide an opportunity to review grade level achievement and growth data, set specific goals and determine interventions for students.

First week of school goal setting parent and family conferences started the year with a strong foundation of parent family engagement across all grades.

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

The main elements of our Title I plan are maintained due to Covid. The Building Leadership team refined and revised the plan.

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

Some of our special education teachers connect with outside providers to align service delivery.

We are partnering with the Opportunity Council of Whatcom County to host ECEAP and Head Start Preschools in our school.

We have partnerships with local medical professionals to align our approach in the service of students.

Families are regularly part of the problem solving to support students with significant behaviors (i.e. leaving the classroom and running toward campus exits, physically lashing out at staff, shutting down and refusing to engage in de-escalation strategies)

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Areas of Strength at IRE:

- Conference attendance rate
- PTA
- 2 EL teachers
- 2 full time counselors
- Literacy adoption and aligning Tier I
- Staff committed to learning and growth
- Addition of bilingual secretary

Areas of growth:

- More consistent outreach opportunities
- MEANINGFUL two-way communication
- Consistent communication across all grade levels

- Parent classes around a variety of different topics: SEL, academics, setting up learning spaces.
- Lack of coordination with communication
- Viewing these requirements not just as a “hoop to jump through” but a opportunity to partner with families
- Personal outreach
- Distribution of PFE document
- Use input from families to guide decisions and let them know their input is valued
- Consistency across all teachers of their communication/engagement expectations
- Knowing what the budget is for outreach events and deciding on how to utilize those funds-transparency of how \$\$ is being used
- Parents should know their expectations because their child attends a Title 1 school (limiting screen time, checking on student grades, etc.)
- Translating ALL materials
- Many families not participating at all (could be due to language barriers, lack of communication on our part, or both)

Section 6: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work	
<input checked="" type="checkbox"/> Washington School Improvement Framework <input checked="" type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input type="checkbox"/> Student Mobility Data <input checked="" type="checkbox"/> Discipline Referrals <input checked="" type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey <input type="checkbox"/> School Climate data <input checked="" type="checkbox"/> Perceptual Data: (Local/Organization): Building leadership team	<input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA) <input type="checkbox"/> Title III Data <input type="checkbox"/> Special Education Eligibility/Disproportionality Data <input checked="" type="checkbox"/> Special Education Placement Data (LRE) <input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) <input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input type="checkbox"/> Extra-curricular activities participation <input checked="" type="checkbox"/> Fiscal and Financial Data <input checked="" type="checkbox"/> (Other) Parent and Family Engagement websites and Title I documentation compared to current practices. <input type="checkbox"/> (Other)

Section 7: PLAN	
SY 2021-2022 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)	
<i>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 requirement of Component Three - Practices and Strategies.</i>	
Goal/Priority #1 (G1)	Parent and Family Engagement (PFE) opportunities will increase aligned to the Title I checklist with a systematic approach shifting away from English only, one way and infrequent to many languages, two way and consistent.
Goal/Priority #2 (G2)	Student ELA achievement and growth will increase from September 2021 to June 2022 based on iReady data, IRLA, classroom formative assessments and staff perceptual data regarding student engagement.
Goal/Priority #3 (G3)	

Section 8: DO GOAL Priority #1

Parent and Family Engagement (PFE) opportunities will increase aligned to the Title I checklist with a systematic approach shifting away from English only, one way and infrequent to many languages, two way and consistent.

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

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Maintain bilingual secretary with support for evening family events	August 2021	Dawn Christiana Hallie Whitsell	Title I funds PFE Checklist
A2) Maintain two way parent and family goal setting conferences for first week of school	August-September 2021	Dawn Christiana Hallie Whitsell	Classroom teacher PD for architecture of the conference
A3) Host family events with childcare and dinner	October-June 2021	Dawn Christiana Hallie Whitsell Valerie Pennylegion Anne Post Holly Li	Title I funds Staff planning and extra compensation Bilingual secretary compensation
A4) Provide regular (at least once a month) communication from IRE teachers and Principal accessible in home languages	August 2021 to June 2022	Dawn Christiana Hallie Whitsell	Smore Remind

8e. Budget Table GOAL PRIORITY #1

Funded SY 2020-2021 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1) Bilingual classified staff member	Title I/LAP/Title III/Building Budget	\$30,000 full time
A2) Parent and family goal setting conferences	Title I/General education	No additional funds needed (housed within contracted hours)
A3) Family events with childcare and food	Title I/LAP/Title II (at least one hour)/Building Budget	8 events x (Food for 50=\$200, childcare=\$45, staff planning and extra hours=\$40 per hour x 4 hours x 4 staff=\$640 per session) \$5,120

Section 8: DO GOAL Priority #2

Student **ELA** achievement and growth will increase from September 2021 to June 2022 based on iReady data, IRLA, classroom formative assessments and staff perceptual data regarding student engagement.

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

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) August Professional Development with American Reading Company ELA adoption	August 2020	Adrienne Somera, Director Dawn Christiana, Principal	New curriculum
A2) 2 x a month collaboration focused best practices and curriculum implementation.	Every other week beginning in September	Dawn Christiana, Principal Hallie Whitsell, Assistant Principal	40 minute collaborative time (Art Specialist increased specialty classes for students and added planning time for classroom teachers)
A3) On-going coaching with American Reading Company consultants for second year implementation and first year fully in person	September to March	Adrienne Somera, Director Dawn Christiana, Principal	40 minute collaborative time
A4) Data meetings to review student progress and performance *Full meetings for data review 3xper year *Mini meetings for adjustments to interventions 2xper year	Full=October, February and May Mini=December and March	Dawn Christiana, Principal Anne Post, LAP Val Pennylegion, Title Holli Li, ELL Twan Mathijssen, ELL Janene Martinez, MTSS Catherine Mullett, Counselor Marina Wolfe, Counselor	Data from iReady, PLC's, SBA, IRLA
A5) MTSS Coordinator	2021-2022 school year	Janene Martinez	MTSS Handbook Homeroom data manager and PD Meeting structure to support intervention team
A5) Instructional rounds	November to June	Jill Hammack and Rebecca Kratzig	Coaching release time for teachers to observe their peers 1-2 times during the 2020-2021 school year focused on Curriculum and Pedagogy Dimension.

8e. Budget Table PRIORITY GOAL #2

Funded SY 2020-2021 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1) August Professional Development with American Reading Company ELA adoption	Curriculum adoption	
A2) 2 x a month collaboration focused best practices and curriculum implementation.	General fund (built into the calendar with either the Art Specialist or hybrid calendar)	
A3) On-going coaching with American Reading Company consultants for second year implementation and first year fully in person	Curriculum adoption	
A4) Data meetings to review student progress and performance *Full meetings for data review 3xper year *Mini meetings for adjustments to interventions 2xper year	Title I	Full data meetings with sub release (\$120 per sub) \$5,940 Mini data meetings with sub release (\$120 per sub) \$1440 Total=7380
A5) MTSS Coordinator	Title I	
A6) Instructional Rounds	Title I and/or LAP or building budget	Planning PD and Compensation for 2 lead teachers=8 hours @ \$45=\$720 Release for ½ days for teachers=\$4680 (\$60 half day sub) Total=\$5400

Section 9a: STUDY Goal Priority #1

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study (Prior to implementation) What evidence will you examine to evaluate if your activities are working?	<ul style="list-style-type: none">-Parent attendance at events-Student engagement learning in person-Staff perceptual survey at the end of the school year
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Section 9a: STUDY Goal Priority #2

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study (Prior to implementation) What evidence will you examine to evaluate if your activities are working?	<ul style="list-style-type: none">-iReady and IRLA data review-Compare instructional practices from 2019-2020 to 2021-2022 at data meeting
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Section 9b: STUDY Goal Priority #1 and 2

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study (SY 19-20 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?	Staff will review Goals at the semester break and adjust approaches as necessary.
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Section 10: ADJUST

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust (SY 19-20 mid-year implementation) What adjustments to your activities are you making after examining the results of your progress monitoring?	Click or tap here to enter text.
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