



# Continuous School Improvement Plan 2021/22

Dry Creek Elementary, PASD

Principal: Julie Bryant PhD



## District Profile

Port Angeles School District is doing whatever it takes to support our students, staff, and families to be successful during COVID times. We are a strong district with a committed team of educators and staff that are working to ensure that even in a pandemic, our students will be successful. We remain committed to our PASD Strategic Plan and to the following goals: **Powerful Teaching and Learning** All students will graduate college, career, and life ready. We will implement systems of support to ensure equity and access for all students. **District Culture** Promote a safe, healthy, affirming, welcoming learning environment. **Family and Community Engagement** Create a system of open, accessible communication between staff, students, families and community. Build partnerships with community organizations to support student success. **Facilities** We will provide safe facilities which support powerful teaching and learning. We support maintaining existing infrastructure and enhancing district facilities with new construction as needed.

We are partnering with local providers and community groups to provide needed resources and supports. We have a Learning Acceleration plan using district/federal funds to support students in recovering learning loss from the last 18 months. We will be using classroom and district based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior and attendance. This system allows us to be not only proactive, but also to be responsive with our interventions in supporting students who are struggling. The 2021-2022 school year will have its challenges, but working together we know it will be a successful year for students, families, and staff of the PASD.

## School Profile

Dry Creek Elementary is a Pre-K through grade 6 school. Currently, our student number is 312. In addition to our general education program, we have a Developmental Pre-K program, a Transitional Kindergarten program, a Resource 2 room, and we also house the Port Angeles School District’s Ridge Program, which is a Highly Capable program for students in grades 3-6. 65% of our students participate in the FARMA program, up 7% from the previous school year. 17.5% of our students are in the Students with Disabilities category . 20% of our population listed American Indian/Alaska Native as their ethnicity while 12% listed Hispanic/Latin Any Race as ethnicity. 20% of our student population listed 2 or more races as their ethnicity.

Our school team identified lagging behavioral skills as one of the primary reasons many of our students are not identifying at grade level for both reading and math. Because of this, we are focusing on increasing targeted behavior skill instruction and clear expectations and consequences for maladaptive behaviors that impede the sense of safety and belonging at school as well as the impact on instruction and learning within the classroom and school. We have created a Behavior Core Team which teachers who need extra intervention and teaching ideas will be able to bring their concerns and get support.

Dry Creek is rebuilding and Making Waves of Change in terms of school culture and climate. With a new administrator on board, the team is committed to changing our mindset in that we are all working together to make changes that will increase all staff and students sense of safety, significance, and belonging. As a team, we are focused on honest communication and trust building with each other.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/29/21	12/9/2021
Mid Year Review	3/14/22	4/21/22
Final	6/23/22	7/6/22

Completed on 10/29/2021

Needs Assessed By: Julie Bryant, Margee Morfitt, Jessica McCalla, Christine Peterson, Patricia Donovan Hopkins, Tami Parrill, Stephanie Farrier, Karen Doran, and supported by June Rimmer.

**PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2**

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2. All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

**ELA Needs Assessment/Implications:** 58 % of our students according to data from DIBELS show significant literacy gaps at all grade levels, particularly kindergarten -2nd grade. Students at the K-3rd grade level have significant gaps in phonemic awareness which is the critical foundational skill that leads to growth. Below is the DIBELS Beginning of the Year (BOY) screener and all students, grade K-6 were assessed by our literacy team.

Grade	Beginning	Middle	End
<b>K</b>	<p>n=40 33 (83%) 3 (8%) 1 (3%) 3 (8%)</p>	<p>n=39 25 (64%) 7 (18%) 5 (13%) 2 (5%)</p>	<p>n=39 11 (28%) 9 (23%) 13 (33%) 6 (15%)</p>
<b>1st</b>	<p>n=36 17 (47%) 11 (31%) 4 (11%) 4 (11%)</p>	<p>n=40 13 (33%) 8 (20%) 12 (30%) 7 (18%)</p>	<p>n=38 4 (11%) 7 (18%) 13 (34%) 14 (37%)</p>
<b>2nd</b>	<p>n=37 26 (70%) 1 (3%) 7 (19%) 3 (8%)</p>	<p>n=37 23 (62%) 3 (8%) 7 (19%) 4 (11%)</p>	<p>n=38 14 (37%) 8 (21%) 10 (26%) 6 (16%)</p>
<b>3rd</b>	<p>n=46 16 (35%) 7 (15%) 11 (24%) 12 (26%)</p>	<p>n=46 17 (37%) 8 (17%) 9 (20%) 12 (26%)</p>	<p>n=45 9 (20%) 12 (27%) 10 (22%) 14 (31%)</p>
<b>4th</b>	<p>n=38 5 (13%) 9 (24%) 18 (47%) 6 (16%)</p>	<p>n=40 9 (23%) 6 (15%) 12 (30%) 13 (33%)</p>	<p>n=42 9 (21%) 6 (14%) 12 (29%) 15 (36%)</p>
<b>5th</b>	<p>n=44 9 (20%) 8 (18%) 17 (39%) 10 (23%)</p>	<p>n=34 7 (21%) 8 (24%) 11 (32%) 8 (24%)</p>	<p>n=49 10 (20%) 10 (20%) 9 (18%) 20 (41%)</p>
<b>6th</b>	<p>n=40 11 (28%) 8 (20%) 7 (18%) 14 (35%)</p>	<p>n=41 18 (44%) 3 (7%) 10 (24%) 10 (24%)</p>	<p>n=41 11 (27%) 7 (17%) 5 (12%) 18 (44%)</p>
<b>All</b>	<p>n=281 117 (42%) 47 (17%) 65 (23%) 52 (19%)</p>	<p>n=277 112 (40%) 43 (16%) 66 (24%) 56 (20%)</p>	<p>n=292 68 (23%) 59 (20%) 72 (25%) 93 (32%)</p>

**Mid-Year Review 3/14/2022:** We have put some important action items in place but have not seen the results we expected as a whole. However, we have seen major growth in some individual students who are getting tier 2 and tier 3 supports., particularly in 1st grade.

**End of Year Assessment 6/23/2022:** We did well in increasing our ELA scores. We increased our proficiency rates from 42% to 57%. We did see a drop in 4th grade proficiency rates. This class had a teacher leave mid year due to maternity leave, we split the class to make it smaller and was not able to hire a certified teacher. We still have work to do and I do not doubt for a second that with a new curriculum, a new focus on phonics instruction through structured literacy, we will continue to see growth in our most at risk students. We are doing some training next year in Science of Reading and student engagement as a staff. This will lead to great growths.

**SMARTIE Goal:** Through a common instructional focus among teachers, by the end of the 2022 school year, we will decrease the percentage of students in the intensive reading tier from 42% to 20%; in the strategic reading tier from 17% to 7%, while maintaining the students achieving proficiency at 20% or higher as measured by DIBELS. In addition, there will be a 30% increase in students who show proficiency in phonemic awareness, phonemic segmentation and reading sight words. Working with American Indian/Alaskan Native students, families, and tribes, using MTSS strategies, Behavior RTI strategies, focused interventions, and researched based differentiation strategies in the classroom. *We increased slightly by 1% across all categories. EOY: We did decrease students in the intensive support category significantly from 42% to 23%, we increased in our strategic support category from 17% to 20% which is a reflection of the significant decrease in our intensive support category. We saw a significant increase in proficiency from 20% to 28.5%. We were able to work closely with our AI/AN students, families, and tribes using all mentioned strategies.*

**Student Group Goal:** American Indian/Alaskan Native student proficiency in basic reading skills in grades 3-6 will increase from 24% to 52% as measured by MAP. *Our AI/AN proficiency dropped from 24% to 22%. In the EOY MAP assessment, our American Indian/Alaska Native student proficiency increased 32%. While not the 52% we wanted, this increase is significant.*

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	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?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Title 1 Literacy team will meet with small groups from grades K-5 for 6 week cycles using LLI curriculum and frequent progress monitoring. Additionally, more intensive tier 3 interventions will occur for identified students. Students with disabilities will receive both tier 2 and tier 3 from literacy team and special education team.</p> <p>An intensive phonemic awareness program will be deployed in grades K-2. <i>Increasingly being used.</i></p> <p>Develop a plan for including AI/AN state tribal consultants and increasing engagement of AI/AN families.</p>	<p>LLI progress monitoring, F&amp;P benchmarks three times a year at grades 1&amp;2, MAP assessments 3 times a year in grades 2-6, WAKids and district kindergarten assessments, DIBELS screening three times a year.</p>	<p>Title , ESSR, and HPLAP funds for an additional para-educator to provide interventions, digital progress monitoring tools through mClass.</p> <p>Purchase of Moby Max (digital) to increase Tier 2 interventions.</p> <p>Use of Title funds to purchase of Heggerty Phonemic Awareness Curriculum with on demand PD for each teacher in TK-2 with a possible extension to grade 3.</p> <p>Connections with Tribal Consultants</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Margee Morfitt, Lacey Haller, Julie Bryant, classroom teachers, para-educators.	2021-2022 School year	Title, HPLAP, ESSR

### Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

We have created groups in both Tier 3 and Tier 2 for ELA. The Tier 3 groups are very small and usually just 1 or 2 students.

*We did not see the growth we expected to see. In DIBELS we improved our Intensive and strategic levels by 1% each. We were late in getting some of our action items in place due to challenges in hiring a special education teacher, a Native American Interventionist, and an RTI para-educator. All of my K-2 teachers are using Heggerty at different levels of engagement. This is one of our goals for the remainder of the year, to get all our K-2 teachers using Heggerty, which is one of the strongest phonemic awareness programs on the market. According to our MOY MAPs data, our Native American students dropped proficiency from 24% to 17%.*

*We did not meet our intended increase in proficiency to 52% but did increase from BOY to EOY from 24% to 32%. Across the board, we see a disproportionality in our AI/NA students proficiency rates. As a leadership team, we intend to look more closely at the data in the fall as we build our plan for next year. For ELA, we believe that the shift to Wit and Wisdom and Foundations will play a pivotal role.*

**PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (MATH) Goals 1, 2**

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2. All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

**MATH Needs Assessment/Implications:** EOY data from 2020-2021, Fall Eureka module assessments, and MAP assessments indicate more than 29% of students are not at grade level standard in math skills. Students need support in mathematical thinking and talking about mathematical concepts. Reading skills also have effected students ability to solve problems mathematically. Students also seem to be lacking in number sense and operation of numbers. The data below is from our Beginning of the Year (BOY) MAP assessment. This is math in grades 3-6.

Grade 3 MOY		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80			
Overall Performance		count	%	count	%	count	%	count	%	count	%		
Math: Math K-12		10	21%	8	17%	14	30%	6	13%	9	19%		
Grade 3 EOY		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance		count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12		7	16%	6	14%	9	20%	11	25%	11	25%	204-206-208	14.4
Grade 4 MOY		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80			
Overall Performance		count	%	count	%	count	%	count	%	count	%		
Math: Math K-12		10	25%	5	13%	9	23%	6	15%	10	25%		
Grade 4 EOY		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance		count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12		9	22%	6	15%	5	12%	5	12%	16	39%	211-215-218	21.2
Grade 5 MOY		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80			
Overall Performance		count	%	count	%	count	%	count	%	count	%		
Math: Math K-12		8	16%	9	18%	10	20%	8	16%	16	31%		
Grade 5 EOY		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance		count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12		9	18%	9	18%	6	12%	4	8%	21	43%	222-225-228	21.3
6th Grade MOY		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80			
Overall Performance		count	%	count	%	count	%	count	%	count	%		
Math: Math K-12		4	9%	13	30%	9	21%	5	12%	12	28%		
Grade 6 EOY		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance		count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12		7	17%	4	10%	9	21%	7	17%	15	36%	228-231-234	20.4

**Mid-Year Review 3/14/2022:** While our numbers of students that are below grade level dropped slightly, we have been able to strengthen our instruction and intervention in two key ways. We purchased Dreambox as an intervention program which was deployed right after this assessment. Additionally, we were able to hire a math interventionist who is working closely with teachers to work with our students in the most need of support.

**End of Year Assessment 6/23/2022:** How did you do? Keep it simple and concise. We had a great year, particularly from January until the end of the year. Some of the supports we put into place came into action and I believe our scores reflect this. In all grades we saw an increase in Hi students. We did not see a decrease in our students in Lo, but individually we did see amazing growth in grades K-2. We did get many students returning from Seaview or homeschool this winter and spring that came to us without truly being engaged in school and were far below grade level in both math and ELA. We also battled attendance issues that did not subside. There is a direct correlation between the majority of students who did not attend school regularly and those students who did not make growth.

# CSIP 2021/22 MATH

**SMARTIE Goal:** Through a common instructional focus among teachers, by the end of 2022 school year, we will decrease the percentage of students in grades 3-6 who are below proficient from 34% to 17%; . Working with American Indian/Alaskan Native students, families, and tribes, using MTSS strategies, Behavior RTI strategies, focused interventions, an ESSA approved online math intervention program, and researched based differentiation strategies in the classroom. **In grades 3 and 5 we saw a decrease in students below grade level. In grades 4 and 6 we saw an increase in students below grade level. All together we increased students below proficient from 34% to 38%.**

**Student Group Goal:** American Indian/Alaskan Native student proficiency in overall skills in grades 3-6 will increase from 12% to 30% as measured by MAP. **In our AI/AN students we have seen an increase in proficiency from 12% to 20%. In the Spring assessment for saw a 38% proficiency rate in our American Indian/Native American student population.**

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	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?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Para-educator support of math exit ticket review in grades 3-6 with remediation by special education team for students with disabilities.</p> <p>Classroom teachers will receive a book and PD on math talk and mathematical thinking including Mathematical Mindsets. <b>On pause with so many other things coming on board. fall implementation.</b></p> <p><b>Hired a Math Interventionist (certified) but waiting for start date due to certification issues.</b></p> <p>Use of an online Tier 2 intervention program. <b>Purchased Dreambox. All students participating.</b></p>	Daily eureka exit tickets, Mid-Module and End of Module eureka assessments, MAP assessments 3 times a year in grades 2-6, WAKids and district kindergarten assessments.	<p>Title 1,LAP, ESSR, and HPLAP funds for an additional para-educator to provide interventions to target gaps early in the instructional process.</p> <p>LAP, HPLAP and ESSR Funds to purchase site license for online Tier 2 math intervention program, purchase books and PD for classroom teachers.</p>

Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Julie Bryant, Lacey Haller, Stephanie Farrier, Karen Doran, and all classroom teachers, as well as para-educators	2021-2022 school year	LAP, HPLAP, and ESSR

## Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

We have implemented a Behavior Team that is already working with students lagging skills. We expect that this will show improvement for our AN/AI students quickly. Some of the behaviors we see are avoidance and distraction during math instruction.

**3.15.22 We increased our students who are not proficient from 34% to 38% with the most significant increases in 4th and 6th grade. We saw improvement in 3rd and 5th grade. We believe with the increase use of Dreambox (we started after this assessment was administered) and the addition of our Math Interventionist, we will see better scores.**

**6.21.22 40% of our student population were not proficient in math in our spring MAP assessment. We saw an increase in our AI/NA student proficiency rates but a slight decrease in our overall proficiency rates. There was an increase in students in our HI category, but due to a significant increase in our LO numbers in 6th grade from 9% to 17%, our overall proficiency rate increased. However in 3rd and 4th grade we saw a 4% decrease in Lo and a 2% increase in 5th grade. Individually in 5th grade, we saw significant improvement in one class in particular.**

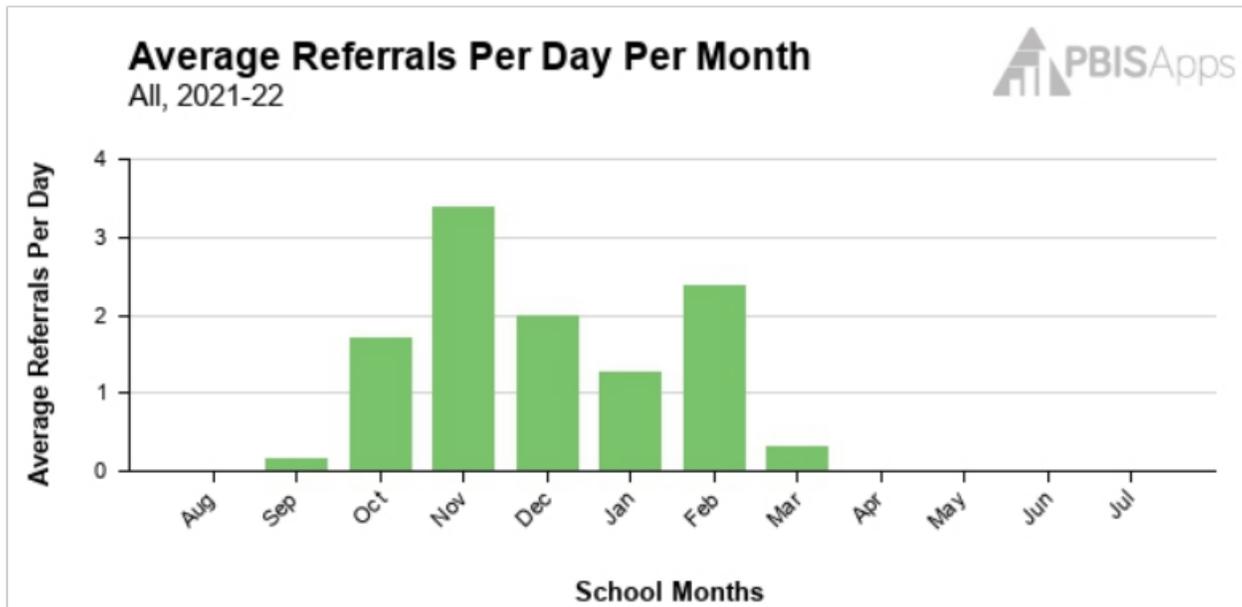
## PASD Strategic Plan Focus Area #2; District Culture *Goals 1 & 2*

1. Promote a safe, healthy, affirming, and welcoming learning environment 2. Celebrate Success through broad-based, varied media

**SWB Needs Assessment/Implications:** Many students have returned to school with lagging skills in self-regulation and awareness of consequences for behaviors that effect others' learning environment. The social emotional skills needed to be successful in school have decreased over the last year of mixed learning environments, including decreased time at school where expectations are different and behavior effects more than just self.

### School Summary 2021-22

Outcome: All Referrals



**Mid-Year Review 3/14/2022:** In November you can see our referrals increased and then we had some decrease as we began to get our systems in place. In February there is a significant increase in referrals. Our Lead Behavior Team indicated to teachers we wanted to decrease disrespect in the classroom and we believe that this increased our referrals. We feel like we are just beginning to get ahead of the behaviors and have seen a significant decrease with our K-2 referrals. This is likely due to relationship building and daily/multiple times per day check ins by our Behavior Support Specialist. We are not seeing a decrease, and actually a slight increase, in our 3-5 student referrals, however the referrals are concentrated in six students.

**End of Year Assessment 6/23/2022:** How did you do? Keep it simple and concise. With a strong behavior team we enacted measures that decreased our referrals for student behaviors. We did a training with Solution Tree with Chris Weber, the author of Behavior RTI: The Forgotten Curriculum and enacted a Check In/Check Out system along with other components of his book and strategies. We were able to focus on our Tier 2 and Tier 3 students with the CI/CO system as well as work with our tribal partners to target specific students at grades 5 and 6 for one-on-one mentoring with Carmen Watson-Charles. With the hiring of the Native American Interventionist in addition to these supports, we did certainly see a drop in discipline referrals for our AI/NA students.

## CSIP 2021/22 STUDENT WELLBEING

**SMARTIE GOAL:** All students will have explicit instruction in social emotional skills and behavior skills in order to increase their resilience and ability to independently self-regulate in challenging situations. Students demonstrating behaviors that need additional instruction will receive Tier 2 and 3 interventions. School data will result in 80% of students consistently following behavior expectations as measured by Skyward discipline data. In partnership with our tribal partners we will implement Project Kindness through traditional teachings. 100% of Dry Creek Elementary students will participate. Trauma informed practices will guide our work on behavior improvement. Without feeling safety, security, and a sense of belonging, students will have less opportunity to increase academic performance.

**Student Group Goal:** In 3 months, a group of 4 boys in 5th grade have had 25 referrals for behavior. This behavior has effected the safety and well being of the entire 5th grade. Our goal, through SEL support, extra classroom support, and targeted behavioral RTI is to decrease those referrals to 15 in the next three months, and 5 in the following three and a half months of the school year. **Our 4 boys have had 8 referrals in 3 months. Down from 25.**

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	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?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>School Counselor will be using 2nd Step, an SEL curriculum, in weekly classroom group sessions. We also use Character Strong in classrooms. Zones of Regulation used for targeted and intentional support for students who have concerns around self-regulation. Students with disabilities in SEL will receive additional support in areas of growth as identified by their IEP.</p> <p>Using a Behavior RTI model, in partnership with looking at the ALSUP model and lagging behavior skills, our Behavior Core Team will support staff in increasing the teaching of behavior skills and in analyzing lagging skills to get to the heart of the lagging skill. <b>3.15.22 Refocus on Behavior RTI as a Behavior Core Team and delaying implementation of ALSUP until we have a better handle on Tier 2 and 3 behavior.</b></p>	Student major and minor referrals. Survey of staff for all students using the SRSSIE twice a year. Student surveys in Counselor Corner. Healthy Youth Survey	<p>Character Strong Curriculum and 2nd Step Curriculum and resources, school counselor scheduling to include all classes weekly. Increased para-educator time to teach behavior skills during unstructured time (recess, school transitions, lunch). Zones of Regulation materials necessary for increased emphasis. <b>Added Second Step Anti-Bullying Curriculum and Project Kindness with Tribal Partners.</b></p> <p>Purchase of books and PD <b>Purchased Behavior RTI and will have PD by author on 4.13.22</b></p> <p>Behavior Core Team and classroom teachers in their work to decrease lagging behaviors and increase teaching of behavior skills.</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<b>Britney Martin, Katie Longmire, Julie Bryant, Tami Parrill, Meghan Leary, Casey Shea, Anthony Seidl, Anne Mitchell, Mischa Rood, Lacey Haller, and all classroom teachers and para-educators.</b>	2021-2022 school year	Title 1, LAP, HPLAP, ESSR
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>Counselor has begun Second Step and is in classes weekly. She is part of the BCT team and the partnership with the Tribal partners which include our Native American Interventionist, one employed by our Tribal partners and the other employed by the district.</p> <p><b>Our Behavior Core Team has taken the Behavior RTI work seriously. They are working through the book and have identified our standards behaviors where we find the most challenge. They have identified, and regularly revisit, a list of students who are receiving Tier 2 and Tier 3 behavior supports. We have ensured that the Tier 2 students are getting supports for Social and Emotional growth and behavior in 2 ways. Our Tier 3 students are receiving 3 methods of supports including 1:1 support. Our supports are coming from the counselor, the behavior support specialist, the Dean of Students, the principal, the Native American Interventionist, our Native American Liaison, and our SEL para-educator. We have also contracted with Solution Tree for professional development in April for the Behavior RTI book and framework we are implementing.</b></p> <p><b>We found a spike in discipline referrals after spring break but with CI/CO and other Tier 2 and Tier 3 supports, we were able to decrease referrals. We did find that in particular that our referrals decreased for our AI/NA students but increased for our white students. Most of our CI/Cos were with AI/NA students so this shows effectiveness.</b></p>		

**PASD Strategic Plan Focus Area #3; Family and Community Engagement Goals 1, 2, 3**

1. Create and promote a system that facilitates open and accessible communication between family, staff, students, and community 2. Provide opportunities for families to support student learning 3. Support student success and family engagement by building partnerships with community organizations

**F & CE Needs Assessment/Implications:**

As we return to school full time, there is an increased need for family and community engagement. As we are still in the middle of a pandemic, this becomes more challenging and communication becomes more critical. In August, the week before school started, we had a Pizza with the Principal night. Approximately 60 families attended the event. Parents were able to meet the principal, ask questions, and interact safely with masks and socially distanced with the administrative team as well as the staff volunteers. Our parent teacher conferences in October were well attended with approximately 95% completed by the 29th of October.

Grouping 1

<u>TOTAL STUDENTS</u>	<u>ABSENCE RATE</u>	<u>LOWEST ABSENCE RATE</u>	<u>HIGHEST ABSENCE RATE</u>
263	11.11%	0.00%	74.31%

**Mid-Year Review 3/14/2022:** In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

We are still struggling with attendance and have sent each family with unexcused absences and excessive tardiness a letter regarding the concern and implication for student learning. We have referred all non responsive families to the District Cares Team and will refer to Truancy for students who have not improved. This is a tricky situation due to Covid Protocols. 1/3 of our students have been referred to our counselor, often requesting and needing 1:1 support. This is a heavy burden. We have a new Behavior Support Specialist who is getting to know our families and their needs in terms of behavioral support.

**End of Year Assessment 6/23/2022:**

How did you do? Keep it simple and concise. With the loosening of covid restrictions, we were able to have a family literacy and game night. 105 families attended this event. The feedback was 100% positive and we are planning for more events to bring our community in to our building. We enacted a "Recess with Relatives" the last full week of school and this event was well received with approximately 30 people attending recess with their student one or more days that week. We will continue this event periodically throughout the year. One thing our Leadership team identified as being important was more positive recognition of student achievement, both academically and behaviorally. We have put in place recognitions for next year and had 2 virtual awards assemblies at the end of the year where students were recognized for a variety of things by the entire staff. This year we struggled with attendance with a daily average of 11% of our students absent. Our majority of absences were illness due to covid within families and extended families. In the spring we saw a serious uptick in flu and severe colds.

## CSIP 2021/22 FAMILY AND COMMUNITY

**SMARTIE GOAL:** All Dry Creek Elementary families will feel connected to the school and work in partnership to benefit their children. Families will have multiple opportunities to discuss and support their child's academic and social emotional goals. 100% of families will engage in at least one school conference or activity in the 2021-22 school year. Families experiencing barriers to connections will have alternatives provided such as phone outreach, digital conferences, or evening opportunities. In honoring our Native American Community we will continue to provide family and student support through our Native American Interventionists and tribal partners. *We have not been able to hire our vacant position of our Native American Interventionist due to lack of viable candidates. We have used phone outreach, digital conferences and IEP meetings and have not had any evening events but will have a literacy night in April. We did hire our Native American Interventionist and continued work with the tribal community, including weekly training with the COO of the Behavioral Health and the district Native American liaison and Native American Family Navigator.*

**Student Group Goal:** Students identified through behavior interventions as having lagging empathy skills in grades K-6 will build skills of empathy by giving back to community through a variety of projects including sending Veteran's Day cards to Native American Veterans, Holiday cards to seniors who are homebound, and working with community groups to provide toiletries to those in need. *We continue to do this and added cards for our custodial staff during Classified staff week and sock donations at Christmas time. We worked on Empathy through small group interventions with our students showing the most lacking in empathy.*

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	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?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Communicate with families a minimum of once weekly using a variety of modalities (Wednesday folders, robocall, email, and DoJo). Monthly newsletter to families.</p> <p>Native American Day celebration</p>	CEE data, attendance at Family engagement and conferences, Coffee with Principal attendance	<p>DoJo, flyers for communication, time for staff to conference with families, Smore for Monthly family newsletter from principal.</p> <p>Tribal Partnerships and Native American Interventionist and Native American District Liaison</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Julie Bryant, Rachel Picard, Summer Cooper, and all school staff	2021-2022 school year	

### Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

We have engaged our Tribal partners in honoring Native American day and Native American month. Additionally, we have engaged with Tribal partners in creating an SEL program focused primarily on bullying and kindness.

*3.15.22 We have struggled to hire a full time Native American Interventionist after Summer Cooper left for a different opportunity. We have sent letters out to improve attendance, I make regular phone calls to our chronic and excessive absences. It is hard to enforce with current and past protocols. Our part time Native America Interventionist continues to make daily phone calls when she is in the building. Our attendance secretary also continues to make daily phone calls. We hope with new protocols, we will see an increase in attendance for students who have quarantined for longer periods.*

*6.21.22 This spring we continued to work with Carmen Watson-Charles to increase SEL with small targeted groups of students. We also worked weekly with Mark Gaskill, the COO of the Elwha Behavior Health Dept to grow behavioral response skills in our teachers. We were able to have a spring family night and this was attended by 2/3 of our families and was very well received.*

**Additional Implications:** Thus far in the 2021-22 school year we have seen an increase in student absences. This can be attributed to students and families adhering to our district health and safety protocols to keep students home if they are experiencing any symptoms that are related to COVID-19. We have also had many students quarantine due to family members or other close contacts that are COVID-19 positive. We anticipate our attendance data to be significantly impacted throughout the year due to these reasons. We have both our Native American Interventionist and our Attendance Secretary making daily phone calls. We also meet weekly with our Family Navigator team to ensure we are using all available support systems and resources for each family.

The local housing market has also had an impact on the increased number of students experiencing homelessness. We work in partnership with our district family navigator to ensure that these students and their families have the resources they need in order to continue to make school attendance a priority.

As our Student Wellbeing data shows, we have an increase in discipline referrals. This year would be difficult to compare to last year as days were shortened and many students did not attend school at Dry Creek in person. After 17 months primarily at home where different circumstances reside, we have seen many students who have to relearn self-regulation and consequences for behaviors that effect others sense of safety and wellbeing. Many of our current behaviors are occurring during instruction time and of course, during more unstructured times like transitions and recess, as well as in specials classes. Students are needing instruction and support on how to have positive relationships with others, as this pandemic has decreased social interactions with others. We continue to support our staff with trauma informed practices and with culturally responsive teaching strategies and awareness. We have created a Behavior Core Team to which teachers who need extra intervention and teaching ideas for behavior skills will be able to bring their concerns and get support. Behavior is a primary focus for our entire staff this year. Trauma informed practices will guide our work on behavior improvement. Without feeling safety, security, and a sense of belonging, students will have less opportunity to increase academic performance.

Another area of focus for us this year will be our students that may need access to special education services. During the past two school years, there have been many students that were not attending in school buildings, or only for short periods of time. Now that they have returned, we have an increased number of students that are being referred to the student assistance team to determine special education needs. Our systems will provide interventions to support the learning needs of each child.

**Preliminary Planning for Next School Year:** Adjust and briefly restate your SMARTIE goals, reinterpret, or rewrite as necessary. Incorporate adjustments as needed using comments and observations from the Mid-Year review and End of Year Assessments

We will continue to focus on our core instruction. Next year with a solid core literacy program we will see more recovery. Additionally, our leadership team has identified math as a concern. We plan for continued use of Dreambox and increased PD for our core program, Eureka. We will hope to continue with our additional RTI para-educator that we hired with ESSER funds as well as our Math Interventionist, also hired with ESSER funds.

As far as our work with Behavior RTI, as part of the MTSS framework, we will continue to improve our systems. We have an important PD coming up and will work with the author of the program, and Solution Tree, to create a PD and school plan to increase the effectiveness of the system we are setting up with our Behavior Core Team. The continued employment of the Behavior Support Specialist is critical as we move forward as we are already seeing a decrease in K-2 behaviors due to her work and interventions.

We need to hire our Native American Interventionist as this position is a critical support both academically and socially/emotionally for many of our students. We will continue our partnership with our tribal partners to increase student attendance and student wellbeing.

We will continue to increase our proficiency scores in ELA and Math through the work we have put in place with people, programs, and community relations. We have a new ELA curriculum with an emphasis on Science of Reading which will, without question, help to increase our ELA scores. We have training coming up for student engagement which was a finding from our diagnostic assessment, which will help in our academic and SEL goals and we will continue our important work with Behavior RTI as part of our MTSS system with Chris Weber, the author of Behavior RTI: The forgotten Curriculum. We are working on increasing the role of our Behavior Specialist from reacting to teaching and using restorative practices. She is taking a course in how to best work with students with ADHD and restorative practices. Our behavior team is structuring itself to get ahead of the behaviors so that it isn't all reactionary. Now that covid restrictions have eased up our leadership team is planning more family events and our intention is to increase our partnership with all of our families. We will work with our tribal community to ensure this happens.