

Consolidated School Improvement Plan 2024–25

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, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Griffin School K-8	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Code: 34324	Grade Span: Preschool – 8th Grade School Type: Public
Principal: Elementary Principal- Rebekah Keiser Middle School Principal – Erin Hagen	Building Enrollment: 570
School District: Griffin School District	F/R Percentage: 29.8%
Board Approval Date:	Special Education Percentage: 17.5%
Plan Date: August 28, 2024	English Learner Percentage: 0.0%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier 3	



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

Please list by (Name, Title/Role)

Kirsten Rue, Superintendent
Erin Hagen, Middle School Principal
Rebekah Keiser, Elementary Principal

Amber Targus, MTSS Director (ESD 113)
Katie Kent, Special Education Co-op Director (ESD 113)

Section 3: Vision and Mission Statement

"Creating Lifelong Learners leading productive, healthy and responsible lives."

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

***See Title I, Schoolwide Funding Matrix in Section 6**

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

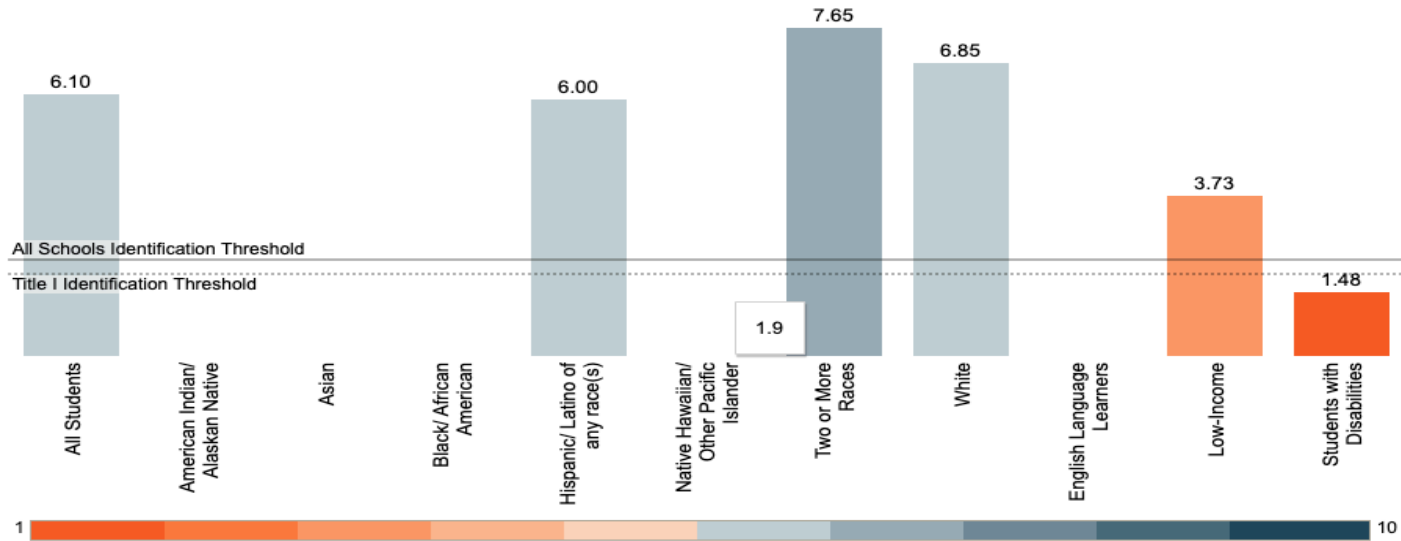
Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Student Populations

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



- Based off the WSIF data, Griffin students with disabilities have been performing under the state average during the last 3 school years,
 - Other student populations, such as students who identify as 2 or more races, or Hispanic/Latino have been performing at or above
2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?
 - Overall WSIF Score is solid for the following student groups: All Students, Hispanic/Latino of any race, Two or More Races, White
 - Discipline rates of female students
 - Overall Fall to Spring Math Growth–Elementary (especially in grades 1, 3, and 5) & Middle School
 - Overall Fall to Spring Reading Growth–Elementary (especially grade 3) & Middle School
 3. What are possible root causes your team has identified for areas of improvement? Consider of areas of strength and what it will take to build strength in other areas.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Students with disabilities are general education students first. Need an increase in collective support and accountability for the performance of our students with disabilities, deeper understanding of special education law, and a review of the roles of the IEP team members.

Educators

1. 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)?
 - PLC Coaching
 - Math Content Area Support/Best Practices Training
 - iReady Professional Development
 - Restorative Practices Training
 - Strategic Plan Consultation
 - Site visits to school with strong inclusive programs
2. 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?
 - RTI model, especially surrounding ELA, showed strong results last school year based on iReady data.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
 - Lack of a District Strategic Plan to ensure that resources are aligned to District goals, priorities and needs.
 - In previous years, the District has not provided PLC coaching around best practices for data informed decision making.
2. Consider the degree to which your school's system of support is grounded in meeting the cultural, 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.
 - Areas of Strength; existing RTI, School-Wide SEL curriculum implementation (2nd Step), increased school counselor FTE
 - Areas to be Strengthened: PLC effectiveness, math content area best practices, target support of students with disabilities in general education settings, collective efficacy through development of the District Strategic Plan
3. How did your school identify these areas of strengths and improvement?

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Conducting the Comprehensive Needs Assessment
4. How well do school and community systems interact to assure continuity of supports for students?
 - In partnership with the ESD 113 Special Education Co-Op, we are working with our staff and families of our students with disabilities to deepen collective understanding of member roles of the IEP team. Also, streamlined communication between the District and the Special Education Co-Op staff.
 5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
 - Areas of Strength: While Griffin has a very involved family and community culture; however, Griffin is in need of a District Strategic Plan in order to maximize the positive impact of our family and community members and help to solidify our partnership.
 - Areas to Strengthen: As stated above, we will work on strengthening the understanding of IEP roles to improve the function of our IEP teams in service to the students' needs.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: *In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: 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.

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 3 – Practices and Strategies.

5a.SY 2024–2025 SMARTIE Goal #1:

- A) Griffin students will improve their proficiency in math from 53.4% in Spring 2024 to 63.4% in Spring 2025 as measured by the Smarter Balanced Assessment.
- B) Griffin students with disabilities will improve their proficiency in math as measured by decreasing the number of students performing in Level 1 from 59.8% in Spring of 2024 to 49.8% in Spring of 2025, and from Level 2 from 27.8% in Spring 2024 to 17.8% in Spring 2025 on the Smarter Balanced Assessment.

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

- iReady growth monitor assessments will be used to check for progress throughout the 2024-25 school year.

What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

- Grade Level and Content Area PLC's (Professional Learning Communities) will review student data at PLC meetings, scheduled to take place 2 times per month.
- Building Principals will review PLC data to monitor progress toward team goals for all students, and progress towards growth for students with disabilities.
- Superintendent will meet with building principals bi-weekly to check in on student progress towards goals.

When/how often will they monitor progress toward this overarching goal?

- Students will be given progress monitor checks 2 times per month in iReady.
- PLC's will take place 2 times per month during Wednesday Early Release time.

<u>Evidence-based practice to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Elementary "WIN" time focused on math</p> <p>Middle School RTI support rotation</p>	<p>Short term data - iReady Growth Monitor checks</p>	<p>Elementary "WIN" time - 4 days per week for 30 minutes</p>	<p>Building Principals</p> <p>Classroom Teachers</p>	<p>iReady Professional Development</p> <p>PLC Coaching</p>

<p>7th Grade Math support course (co-taught by SPED teacher and math teacher)</p> <p>Special Education support provided based on IEP goals by Special Education Teacher</p> <p>Conduct Learning Walks</p> <p>Create District Strategic Plan that reflects CNA</p> <p>Administrative Learning Walks Focused on Teacher Clarity</p> <p>Site Visits to Inclusive Schools</p>	<p>Long term data – iReady Diagnostics (3x per year)</p>	<p>Middle School RTI – Daily for 4 weeks for students who qualify for support</p> <p>7th grade math course is a year long enrollment</p> <p>Special Ed support is specifically designed and implemented by the student’s IEP</p>	<p>Special Education Teachers</p> <p>Support Staff</p>	<p>Math content and best practices coaching</p>
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Building Thinking Classrooms in Mathematics Book Study
2. Strategic Plan Consultation
3. Coaching and Consulting
4. Substitutes for staff to visit inclusive sites

5b. SY 2024–2025 SMARTIE Goal #2:

A) Regular attendance rates (regular attenders miss no more than 8 days of school per year) will improve for Griffin students from 49% in 2023–24 to 54% in 2024–25.

B) Regular attendance rates for Griffin students with disabilities will improve from 50% in 2023–24 to 55% in 2024–25.

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

- [Qmlativ Data Reports](#)

What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

- [Building Principals](#)
- [Counselors](#)

When/how often will they monitor progress toward this overarching goal?

- [Attendance progress will be monitored monthly and quarterly](#)

Evidence-based practice to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

	<i>How will the impact on equitable learning or behavior change be measured?</i>	<i>be monitored or data reviewed?</i>		
Attendance Matters resources Letters home Home/community visits with students & families experiencing at risk and chronic absenteeism Parent communication Create District Strategic Plan that reflects CNA	Short Term - Monthly Attendance Reports Long Term - Yearly Attendance growth	September 2024 - June 2025	Building Principals Counselors	Attendance Matters resources Mailers/notifications Access to the Attendance Breakthrough Network

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Strategic Plan Consultation
2. Coaching and Consulting

5c. SY 2024–2025 SMARTIE Goal #3:

A) The total number of major discipline referrals for male students at Griffin (45) will decrease by 10% (40) from the 2023–2024 school year to the 2024–2025 school year, as recorded in the PBIS Rewards program. ~~from 77% of the total number of major referrals in 2023–24 to 60%~~ rev 11/2024

B) Discipline rates for students with disabilities will decrease from 24% of the total number of major referrals in 2023–24 to 18% in 2024–25, as measured by major discipline referrals.

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

- Monitor PBIS Rewards Major Referral Reports

What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

- Building Principals
- Counselors
- MTSS Team (rev 11/2024)

When/how often will they monitor progress toward this overarching goal?

- Discipline progress will be monitored monthly and quarterly

<u>Evidence-based practice</u> to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based</i>	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development,</i>

<i>What student groups will benefit and why?</i>	<i>practice (intervention, activity, or strategy)?</i> <i>How will the impact on equitable learning or behavior change be measured?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>(intervention, activity, or strategy)?</i> <i>Who else will be involved?</i>	<i>extended time, curriculum, materials, etc.)?</i>
PBIS Paraeducator Support Admin Team Book Study Restorative Practices Navigate 360 Lessons Second Step SEL Lessons Tier 2 small group instruction Create District Strategic Plan that reflects CNA Implementing Behavior Support Plans for students who need Tier 3 supports (rev 11/2024)	PBIS Rewards Disaggregated Data Qmlativ Data HIB Reporting Data Monitor Second Step Completion Students who qualify for Tier 3 support plans will have behavior data tracked	September 2024 - June 2025	Building Principals Counselors Special Education Teachers RBT's Support Staff MTSS Team monitors progress	Restorative Practices Professional Development and Training Access to Navigate 360 Training and Supports Second Step SEL Curriculum Kelso's Choices Curriculum Ross Greene resources

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Coaching and Consulting: Specific strategies on best practices to engage the male population
2. Strategic Plan Consultation

3. PBIS Rewards/Navigate 360 Training

4. Administration Book Study; *Teaching Boys Who Struggle in School* by Kathleen Palmer Cleveland, *Lost at School* by Ross Green

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<ul style="list-style-type: none"> • Core instructional staff • Coaching support for PLC’s • Math instructional coaching • Book study to support boys who struggle in school • District Strategic Plan: hiring of a consulting company • Hiring of a PBIS paraeducator to support student regulation
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<ul style="list-style-type: none"> • Small group, RTI paraeducators
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	<ul style="list-style-type: none"> • District strategic plan development • Consolidated School Improvement Plan <ul style="list-style-type: none"> ◦ PLC Improvement plans developed by each PLC
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<ul style="list-style-type: none"> • Math instructional coaching • PLC coaching • PBIS Rewards program • Building MTSS systems–training of elementary principal • Special Education Law Conference–principals
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement	<ul style="list-style-type: none"> • Currently, Griffin does not have any students who qualify as limited English Proficient students.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	standards that other children are expected to meet.	
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<ul style="list-style-type: none"> • Small group, RTI paraeducators
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<ul style="list-style-type: none"> • PBIS Paraeducator support • K-4 RTI Intervention, small groups (curriculum & staffing)
Local Funds	Local levy revenue may be combined in schoolwide programs.	<ul style="list-style-type: none"> • Core instructional staff • Coaching support for PLC’s • Math instructional coaching • Book study to support boys who struggle in school • District Strategic Plan: hiring of a consulting company • Hiring of a PBIS paraeducator to support student regulation
Other Funding Sources, including School Improvement Grant Funding	Close opportunity gaps for students with disabilities	<ul style="list-style-type: none"> • Everything outlined in the tables above under “Evidence Based Practices” to support each of our SMARTIE goals may potentially be funded through the OSSI grant or other funding sources.