



Coronavirus Pandemic Site Plan 2020-2021

2020-2021 Annual Plan

School: Lake Wilderness Elementary

Area of Focus:

- Climate and Culture Statement - We are committed to fostering resilient learners through positive relationships, increased responsibility, and self-regulation.
- Continuous Learning Statement - Accelerate the academic and social-emotional growth of students we serve through innovation and collaboration as we adapt to the changing learning environment.

1. Our school is in the following year of implementation:

Year 1 ☒ Year 2 ☐ Year 3 ☐

2. We have updated the following components of our plan and attached the updates:

- ☒ Achievement Goals
- ☒ Data Collection Plan
- ☒ Work Plan including Professional Learning

3. Our plan incorporates an emphasis on the following success criteria for Effective Schools (check all that apply):

| | |
|---|--|
| <input checked="" type="checkbox"/> Clear and Shared Focus <input checked="" type="checkbox"/> High Standards and Expectations <input checked="" type="checkbox"/> Effective School Leadership <input checked="" type="checkbox"/> High Levels of Collaboration and Communication <input checked="" type="checkbox"/> Curriculum, Instruction and Assessment Aligned with Standards | <input checked="" type="checkbox"/> Frequent Monitoring of Teaching and Learning Focused Professional Development <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> High Level of Community and Parent Involvement |
|---|--|

Site Plan Review by Building Leadership Team:

December 9 and 14, 2020

Site Plan Review with Building Board Rep:

December 3, 2020

Site Plan Review by T&L:

December 28, 2020

Site Plan Presentation to Board:

January 5, 2021

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Establishing Positive School Climate and Culture

[Aligned to Board Goal: Promote positive learning-focused cultures with shared responsibility for all students by increasing positive responses to the annual climate/culture surveys]

School culture gets at our core beliefs in what we believe and value. Culture is a product of the relationship history in a school while climate is a function of how people perceive those relationships in the present. School climate involves many aspects of students', parents', and staff's daily experience. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting. Establishing and continuing to nurture a positive school climate aligned to the core beliefs of the school and district is the foundation upon which effective learning happens. We address climate & culture from the student, parent, and staff perspective in this site plan.

Whether in remote learning, hybrid learning, or being back full-time face-to-face student attachment to school and learning has a foundation in the school and classroom climate and culture. Relationships have never been so important, nor so challenging, to build, nurture, and maintain.



Student Climate and Culture

Focus

Historically we have worked on fostering resilient learner practices and PBIS in order to create a safe and predictable school. As we've examined these past practices, we will grow and expand our focus to encompass our more comprehensive program that includes restorative practices, proactive classroom management strategies, and student engagement and behavior interventions. Maintaining and expanding tier one systems while beginning to build tier two systems to improve student ownership in varied learning environments.

Data Collected and Reviewed

- **Wellness Survey-** 136 Families Responded; 4 requested someone to reach out
- **PST Engagement Data**

| Lake Wilderness Monthly PST (TIER 2) Monthly Concern & Exit Data | | | | | | | | | | | | | | | |
|--|---------------|------------------------------------|---------------|--|------------------------------------|---------------|--|------------------------------------|---------------|--|------------------------------------|---------------|-------------------------------|------------------------------------|------------------------------|
| Fall Cycle | | Winter 1 Cycle | | | Winter 2 Cycle | | | Spring 1 Cycle | | | Spring 2 Cycle | | | Annual Data | |
| Sept/Oct | | Nov/Dec | | | Jan/Feb | | | Mar/Apr | | | May/June | | | Sept-June | |
| | Initial Count | End of Cycle - Exited from Concern | Initial Count | No. of students carried over from Fall Cycle | End of Cycle - Exited from Concern | Initial Count | No. of students carried over from Winter 1 Cycle | End of Cycle - Exited from Concern | Initial Count | No. of students carried over from Winter 2 Cycle | End of Cycle - Exited from Concern | Initial Count | Students of continued concern | End of Cycle - Exited from Concern | Total Unique Students Served |
| Kindergarten | 11 | | | | | | | | | | | | | | |
| First Grade | 5 | 3 | 6 | 2 | | | | | | | | | | | |
| Second Grade | 1 | 1 | 7 | 0 | | | | | | | | | | | |
| Third Grade | 6 | 6 | 7 | 0 | | | | | | | | | | | |
| Fourth Grade | 2 | 2 | 6 | 0 | | | | | | | | | | | |
| Fifth Grade | 6 | 4 | 3 | 2 | | | | | | | | | | | |
| All LWES | 31 | 16 | 29 | 4 | | | | | | | | | | | |

Data Source: Grade Level Problem-Solving Team Referral Data 2020-2021

Goal


Continue to support student engagement through tier 1 recognition, relationship activities, and special events. Examine PST data for disengaged students and reduce the number of students who are not engaging in education through tier II and III strategies.

Work Plan

| Activity | Timeline | Responsibility |
|--|--|---|
| Tier I Student recognition <ul style="list-style-type: none"> • Featured announcers in Wildcat Word videos • Positive Principal & Dean Phone calls • Pie Challenge | <ul style="list-style-type: none"> • Weekly by grade level • Ongoing • December | <ul style="list-style-type: none"> • PBIS Team, Melanie, Amanda • Melanie & Amanda • Melanie, Amanda, PBIS |

| | | |
|---|--|---|
| Intentional Relationship Building <ul style="list-style-type: none"> • Morning Meetings/SEL • Lunch Bunch • Grade-Level Student Meetings • Positive Postcards Home | <ul style="list-style-type: none"> • Daily • Daily by grade-level • Monthly/Bi-Monthly • November-January | <ul style="list-style-type: none"> • Classroom Teachers • SEL Paras • Leanne Rollet, Classroom Teachers, Specialists • SEL Paras, Amanda, Teachers |
| Tier II <ul style="list-style-type: none"> • Check-ins (tier II) • Social Skills Groups (tier II) • Student Leadership team meetings and class share outs • Student Survey • Leadership opportunities • PTSA Partnership • Equity | <ul style="list-style-type: none"> • Daily • Weekly • Prior to winter break, Monthly - family events • Monthly | <ul style="list-style-type: none"> • Leanne Rollet/SEL Paras • Leanne Rollet • Amanda & PTSA • PBIS Team/Amanda/PTSA • Amanda and Leanne • ILT/PBIS/Emilie Hard/Dr. Caprice Hollins/Melanie |
| Special Events <ul style="list-style-type: none"> • Video Announcements • Spirit Week • Veterans' Day School Announcements. • Winter Wonderland • Virtual Field Trips | <ul style="list-style-type: none"> • Year-round • October 2020 • November 2020 • December 2020 • As determined by grade level | <ul style="list-style-type: none"> • Amanda & Teaching Staff • Amanda • Amanda • Amanda • Grade-level teams |
| Common Expectations <ul style="list-style-type: none"> • Review Wildcat Way • Virtual Learning Routines • Virtual Learning Matrix/Expectations | <ul style="list-style-type: none"> • September, after breaks • Oct-June (grade level dependent) • First two weeks of school, after breaks, as needed. | <ul style="list-style-type: none"> • PBIS Team/Classroom Teachers/All Staff |

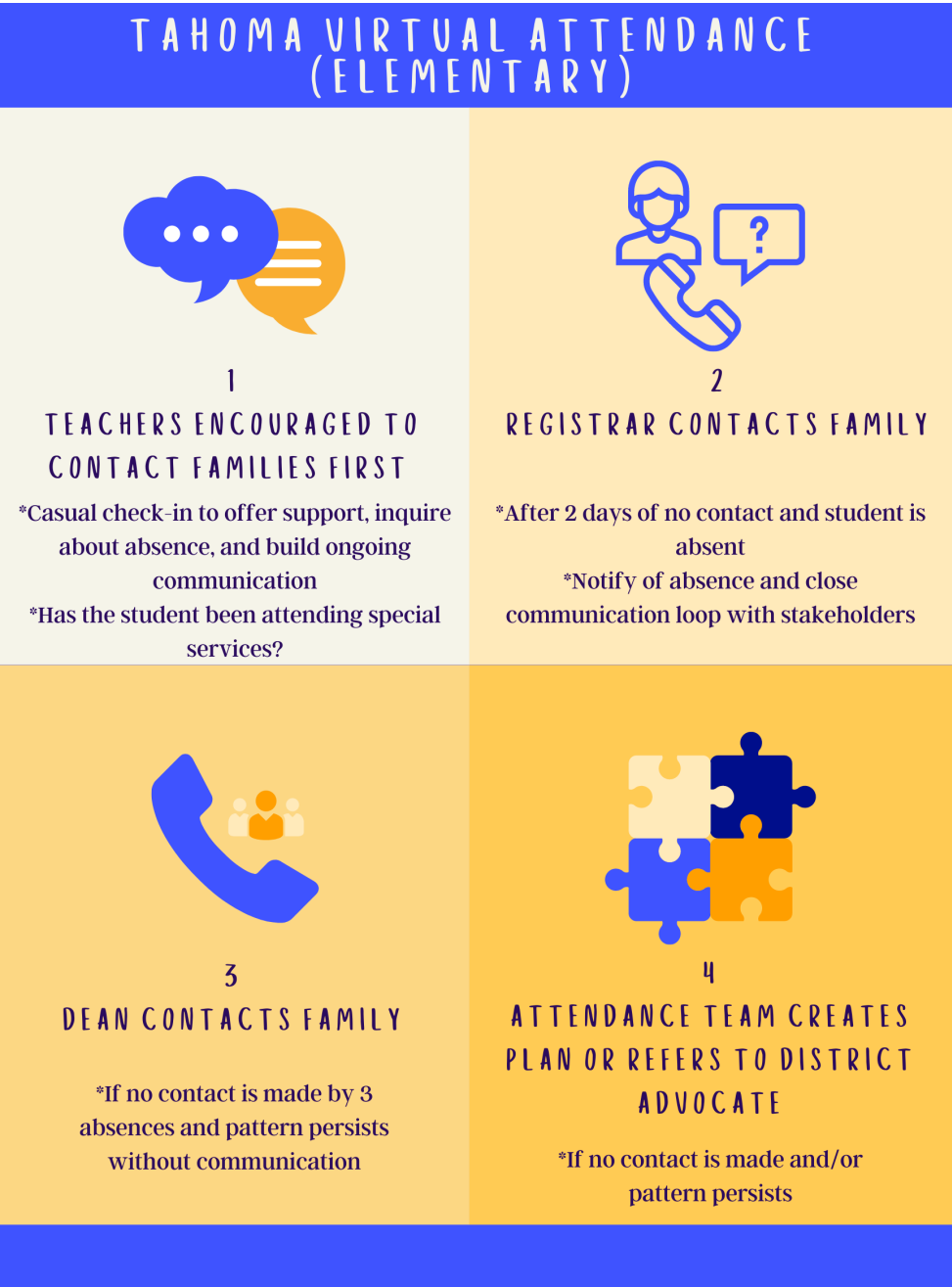
Lake Wilderness SLT Presents:



LWES
VIRTUAL
SPIRIT
WEEK

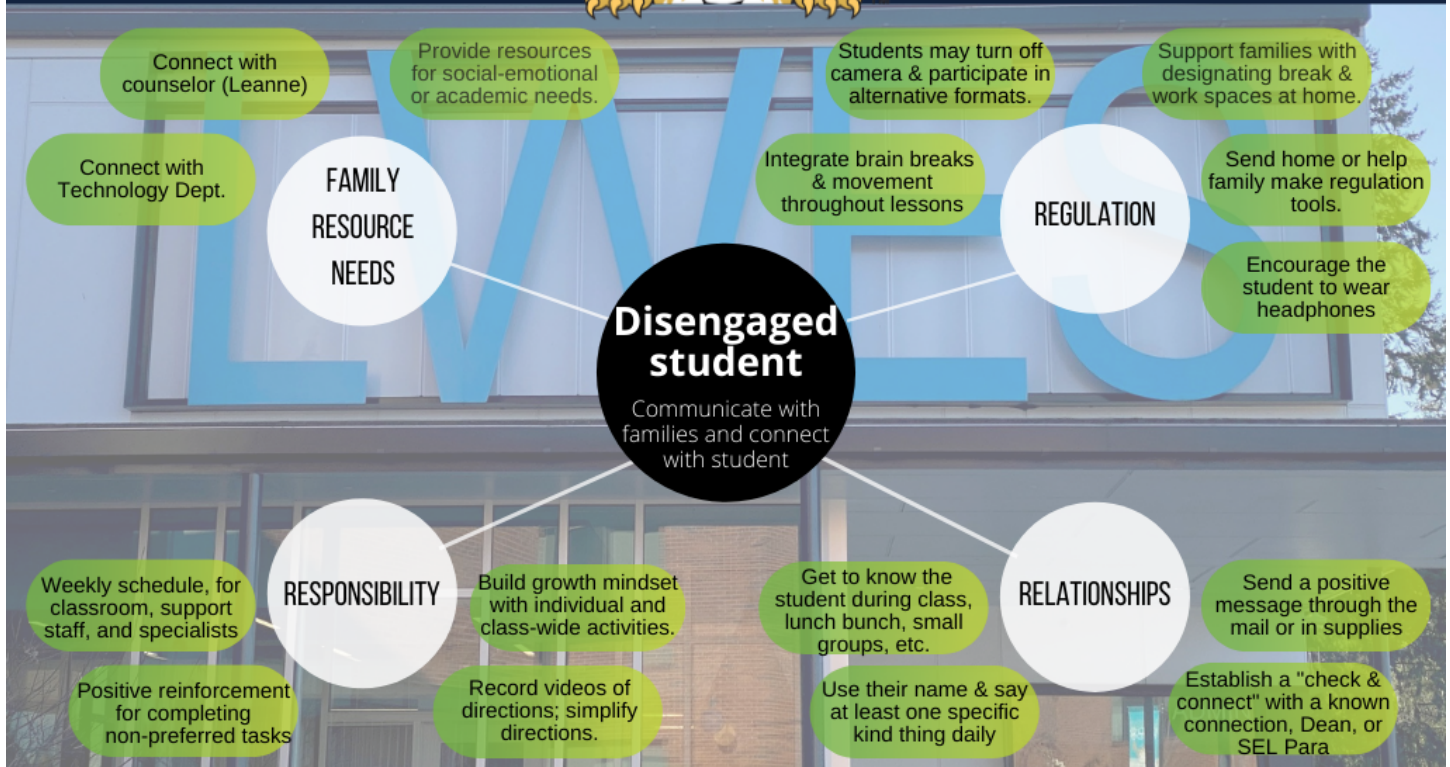
Monday: Hat Day
Tuesday: Wear your Teacher's Favorite Color Day
Wednesday: Pajama Day
Thursday: Crazy Hair Day
Friday: Wildcard and Stuffy Day

The diagram illustrates the district-wide attendance policy for elementary schools in the Tahoma School District. At Lake Wilderness, we’ve communicated this policy in meetings with staff, in newsletters, and followed up on its efficacy during Attendance Team meetings (1 meeting/month). The Dean and Registrar have facilitated this change in process in collaboration with the district Truancy Director.



LAKE WILDERNESS RE ENGAGEMENT RESOURCE

Each student is an individual with unique needs and supports for optimal engagement. With this in mind, LWES has created this resource as a reference tool to support staff as they navigate re-engaging students in congruence with our Tahoma Virtual Attendance (Elementary) Policy.



Measures and Monitoring

| Measure | Timeline | Responsibility |
|--|---|--|
| Student Recognition <ul style="list-style-type: none"> • Weekly Announcements • Positive Principal Phone Call completed forms Parent/Student Response | <ul style="list-style-type: none"> • Nov - remote learning • Monthly | <ul style="list-style-type: none"> • Amanda Blashaw • Melanie Ready |
| Intentional Relationship Building <ul style="list-style-type: none"> • Student survey • Check-Ins PST Data • Counselor/Student Reflections • Participation Data | <ul style="list-style-type: none"> • Monthly • After Each Session • Monthly | <ul style="list-style-type: none"> • T&L • Leanne Rollet • Leanne Rollet |
| Special Events <ul style="list-style-type: none"> • Harvest Hurrah Participation • Veteran's Day Assembly Feedback • Winter Wonderland | <ul style="list-style-type: none"> • Event Day • PBIS/ILT Feedback • Event Days | <ul style="list-style-type: none"> • PTSA Officers • Admin. Team • PBIS/ILT |
| Common Expectations <ul style="list-style-type: none"> • Teacher Perceptual Data • Observation Data • PBIS Data • Attendance Data • Modified school-wide expectations for virtual and hybrid | <ul style="list-style-type: none"> • Fall Conference • Annual Inquiry cycles • Monthly | <ul style="list-style-type: none"> • PBIS Team • Melanie/Lindsay/Teachers • PBIS Team • PBIS Team/Attendance team • All staff |

Staff Climate / Culture

Focus

Just as we are focused on supporting the social and emotional well being of students, we also are focused on staff wellness and continuing to build a positive staff climate and culture while teaching remotely and fostering relationships with the transition of new leadership. We are continuing our work of fostering resilient learners and expanding to learn new strategies for fostering relationships, responsibility, and regulation in our students.

Goal

To continue the Fostering Resilient Learners work and provide social-emotional support for the well-being of staff. To build positive relationships through small group meetings with the new administrative staff. The PBIS team will continue tier 1 expectations work and set goals based on the benchmarks of quality assessment of positive behavior systems in place.

Data Collected and Reviewed

School-Wide Benchmarks of Quality

| School-wide Benchmarks of Quality: SCORING FORM (Revised) | | | | | |
|---|--|---|---|---|---|
| School Name: <u>Lake Wilderness</u> District: <u>Tahoma</u> | | | | | |
| Principal Name: <u>Melanie Ready</u> Date: <u>10/9/20</u> | | | | | |
| Critical Elements | STEP 1 | | | | |
| PBIS Team | 1. Team has administrative support | 3 | 2 | 1 | 0 |
| | 2. Team has regular meetings (at least monthly) | 2 | 1 | 0 | |
| | 3. Team has established a clear mission/purpose | | 1 | 0 | |
| Faculty Commitment | 4. Faculty are aware of behavior problems across campus through regular data sharing | | 2 | 1 | 0 |
| | 5. Faculty involved in establishing and reviewing goals | | 2 | 1 | 0 |
| | 6. Faculty feedback is obtained throughout the year | | 2 | 1 | 0 |
| Effective Procedures for Dealing with Discipline | 7. Discipline process described in narrative format or depicted in graphic format | | 2 | 1 | 0 |
| | 8. Discipline process includes documentation procedures | | 1 | 0 | |
| | 9. Discipline referral form includes information useful in decision making | | 2 | 1 | 0 |
| | 10. Problem behaviors are defined | 3 | 2 | 1 | 0 |
| | 11. Major/minor behaviors are clearly differentiated | | 2 | 1 | 0 |
| | 12. Suggested array of appropriate responses to major (office-managed) problem behaviors | | 1 | 0 | |
| Data Entry & Analysis Plan Established | 13. Data system is used to collect and analyze ODR data | 3 | 2 | 1 | 0 |
| | 14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team | | 1 | 0 | |
| | 15. Data analyzed by team at least monthly | | 2 | 1 | 0 |
| | 16. Data shared with team and faculty monthly (minimum) | | 2 | 1 | 0 |
| Expectations & Rules Developed | 17. 3-5 positively stated school-wide expectations are posted around school | 3 | 2 | 1 | 0 |
| | 18. Expectations apply to both students and staff | 3 | 2 | 1 | 0 |
| | 19. Rules are developed and posted for specific settings (settings where data suggest rules are needed) | | 2 | 1 | 0 |
| | 20. Rules are linked to expectations | | 1 | 0 | |
| | 21. Staff are involved in development of expectations and rules | | 2 | 1 | 0 |

| Critical Elements | STEP 1 | | | | |
|---|---|---|---|---|---|
| Reward/Recognition Program Established | 22. A system of rewards has elements that are implemented consistently across campus | 3 | 2 | 1 | 0 |
| | 23. A variety of methods are used to reward students | | 2 | 1 | 0 |
| | 24. Rewards are linked to expectations and rules | 3 | 2 | 1 | 0 |
| | 25. Rewards are varied to maintain student interest | | 2 | 1 | 0 |
| | 26. Ratios of acknowledgement to corrections are high | 3 | 2 | 1 | 0 |
| | 27. Students are involved in identifying/developing incentives | | 2 | 1 | 0 |
| | 28. The system includes incentives for staff/faculty | | 2 | 1 | 0 |
| Lesson Plans for Teaching Expectations/ Rules | 29. A behavioral curriculum includes teaching expectations and rules | | 2 | 1 | 0 |
| | 30. Lessons include examples and non-examples | | 1 | 0 | |
| | 31. Lessons use a variety of teaching strategies | | 2 | 1 | 0 |
| | 32. Lessons are embedded into subject area curriculum | | 2 | 1 | 0 |
| | 33. Faculty/staff and students are involved in development & delivery of behavioral curriculum | | 1 | 0 | |
| | 34. Strategies to share key features of SWPBS program with families/community are developed and implemented | | 1 | 0 | |
| Implementation Plan | 35. A curriculum to teach the components of the discipline system to all staff is developed and used | | 2 | 1 | 0 |
| | 36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered | | 2 | 1 | 0 |
| | 37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered | 3 | 2 | 1 | 0 |
| | 38. Booster sessions for students and staff are planned, scheduled, and delivered | | 2 | 1 | 0 |
| | 39. Schedule for rewards/incentives for the year is planned | | 1 | 0 | |
| | 40. Plans for orienting incoming staff and students are developed and implemented | | 2 | 1 | 0 |
| | 41. Plans for involving families/community are developed & implemented | | 1 | 0 | |
| Classroom Systems | 42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms | | 2 | 1 | 0 |
| | 43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal) | | 2 | 1 | 0 |
| | 44. Expected behavior routines in classroom are taught | | 2 | 1 | 0 |
| | 45. Classroom teachers use immediate and specific praise | | 2 | 1 | 0 |
| | 46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors | | 2 | 1 | 0 |
| | 47. Procedures exist for tracking classroom behavior problems | | 2 | 1 | 0 |
| | 48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered | | 2 | 1 | 0 |
| Evaluation | 49. Students and staff are surveyed about PBIS | | 2 | 1 | 0 |
| | 50. Students and staff can identify expectations and rules | | 2 | 1 | 0 |
| | 51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately | 3 | 2 | 1 | 0 |
| | 52. Staff use reward system appropriately | | 3 | 2 | 1 |
| | 53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS plan | 3 | 2 | 1 | 0 |

Data Source: [Benchmarks of Quality](#), October 2020

PD Summary

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
|--------|------------------------------|--|--|--|---|---|-----|--|-----|
| SEL | Heart start mission & vision | SEL paras attended restorative practices training. | SEL paras present restorative practices to classified staff. | SEL reflections on practice Engagement Strategies | SEL-Virtual Teacher Resiliency FRL review EMR | SEL Intervention work Teacher restorative practices - Class Meetings | SEL | SEL Teacher Restorative practices-repair | SEL |
| Equity | | | Dr. Caprice Hollins | | Dr. Caprice Hollins | Dr. Caprice Hollins | | | |



Work Plan

| Activity | Timeline | Responsibility |
|--|---|--|
| Teacher/Staff Input Structures <ul style="list-style-type: none"> • ILT Meetings • PBIS Meetings • PST Meetings • LWES Covid Meeting • LWES T&L Meetings • LWES Office Staff Meetings • Staff care partner teams • Beginning Educator Support Team (BEST) mentoring program • Mentor-Mentee grade-level teams. • Cougar Classroom Development | <ul style="list-style-type: none"> • Monthly • Bi-Weekly • Monthly • Bi-Weekly • Weekly • Weekly • Weekly • As needed • Monthly • Monthly | <ul style="list-style-type: none"> • Melanie/Lindsay/ILT • Amanda/Leanne/PBIS Team • Leanne/Chelsea/PST Team • Covid Safety Team/Amanda • Melanie/Lindsay/Deanna • Melanie/Amanda/Office • PBIS/Amanda/Leanne • Lindsay/Chris Everett • Grade level partnerships/Lindsay • Lindsay |
| Relevant PD Opportunities <ul style="list-style-type: none"> • SEL more specific by monthly topic • Instructional practice • Equity | <ul style="list-style-type: none"> • 7 hours over four months • Monthly • Revisit 3x per year | <ul style="list-style-type: none"> • Melanie/Lindsay/Amanda • Melanie/Lindsay • Dr. Caprice Hollins |
| Staff Wellness <ul style="list-style-type: none"> • Collaboration around practice, planning, and assessment • Kindness Tuesday • Thanksgiving Books • Care Partners & new traditions (Secret Snowman) • Social connection opportunities • PSTA sponsored staff appreciations. (masks, treats) | <ul style="list-style-type: none"> • Monthly opportunities to connect as a staff • Tuesdays • End of November • Year-long & seasonal | <ul style="list-style-type: none"> • Grade Levels • Amanda Lee • Lisa Long & Amanda B. • ILT/PBIS/Leadership • PTSA |

Measures and Monitoring

| Measure | Timeline | Responsibility |
|---|---|--|
| Teacher/Staff Input <ul style="list-style-type: none"> • ILT Minutes • PLC Form • PBIS Minutes • PST Minutes • Admin Meeting Feedback • LW T&L Feedback • Benchmarks of Quality (BOQ) | <ul style="list-style-type: none"> • Monthly • Monthly • Weekly • Weekly • Weekly • Daily • Annual | <ul style="list-style-type: none"> • Melanie/Lindsay • Melanie/Lindsay • Amanda/Leanne • Leanne/Chelsea • Melanie/Amanda/Lindsay • Lindsay/Deanna/Melanie • PBIS Team |
| Relevant PD staff evaluation forms | <ul style="list-style-type: none"> • Following PD Offerings | <ul style="list-style-type: none"> • Participants |

Parent & Family Climate / Culture

Focus

Historically we have worked on fostering resilient learner practices and PBIS in order to create a safe and predictable school. As we've examined these past practices, we will grow and expand our focus to encompass our more comprehensive program that includes restorative practices, proactive classroom management strategies, and communication surrounding interventions and school events. Utilizing social media, school-wide email announcements, and teacher communication with families. We will partner with families to enhance the school learning communities.

Data Collected and Reviewed

- Fall data from pulse survey
- Progress report anecdotal data
- November check-in and conferences at the end of January

Goal

Continue to expand communication efforts and school events in order to engage families in fostering partnerships. Capture wellness data and respond to families with resources.

Work Plan

| Activity | Timeline | Responsibility |
|--|---|--|
| Intentional Relationship Building <ul style="list-style-type: none"> • MAP/RAP family commitment • Video announcements • School Newsletters • Classroom Newsletters • Increased communication via social media • Wellness Survey and family connections | <ul style="list-style-type: none"> • Ongoing • Weekly • 3-4 communications/week • 3-4 communications/week • 2-3 times per year | <ul style="list-style-type: none"> • Deanna • Amanda • Melanie/Amanda/Lindsay/Leanne • Certified & Classified staff • Lindsay/Amanda/Aubrey • Leanne/Melanie |
| Special Events <ul style="list-style-type: none"> • Virtual Open House • Supply pickups • Virtual MAP/RAP information event • Movie Day • PTSA sponsored events: painting night, book fair, Winter Wonderland, Giving Tree | <ul style="list-style-type: none"> • 1 per year • 2x/month • Sept 2020 | <ul style="list-style-type: none"> • Melanie/Lindsay/Amanda/ Classroom teachers • Amanda/Paraeducators/teachers • Deanna • Amanda & SLT • PTSA |



Measures and Monitoring

| Measure | Timeline | Responsibility |
|---|---|--|
| <ul style="list-style-type: none"> Pulse survey data PTSA meetings Parent representative on ILT Supply pick up data | <ul style="list-style-type: none"> Fall/Spring Monthly Monthly 2x monthly | <ul style="list-style-type: none"> T&L/Melanie/Lindsay Melanie Aubrey Amanda |
| <ul style="list-style-type: none"> Map/Rap Student Participation | <ul style="list-style-type: none"> Ongoing | <ul style="list-style-type: none"> Deanna |

Supply Pick Up Data: 818 students PreK-5th Grade (December enrollment)

| Date | Number of Bags Not Picked Up Day-Of |
|--------|-------------------------------------|
| 12/3 | TBD |
| 11/17 | 52 |
| 10/30* | 40? |
| 10/16 | 50 |
| 10/1 | 65 |
| 9/17 | 67 |
| 9/3* | 59 |

As we examined our supply pick up data, we were able to identify trends around high pick-up rates as well as connect with families that have additional needs. We have been able to problem-solve many of the challenges with timing and increase family participation by thinking creatively about our pick-up events as unique opportunities to connect with families and build relationships.

Student Growth and Achievement

[Supports Board Goal: Accountability for increasing student growth and achievement, including the state achievement index and district report card]

This year many of our grade-level teams worked together under the guidance of their ILT leaders to set rigorous targets for themselves aligned with CEL 5D+ criterion 8. This gave them more team ownership of these targets than in years past, making it clear what they are working toward and why. This followed a leadership discussion with ILT about challenging ourselves to not only push our own knowledge and skills to help students grow and achieve but also to use new strategies and key change ideas to get different results in data than we've had in the past

Focus

During remote learning, we want to ensure learning for all students by monitoring our instructional feedback loop as it relates to the CEL 5D+ framework. Specifically, we want to attend to formative assessment data to adjust instruction and close learning gaps created by the Covid-19 pandemic as a Professional Learning Community.

Continuous Learning and Goal

- Using formative and summative assessments monitor student growth in our remote/hybrid models and progress toward meeting end of year standards.
- Identify tier II supports for students not on track to meet standards and monitor student growth.
- Using pulse data and Problem Solving Team (PST) data Identify and intervene with students who are disengaging from learning.

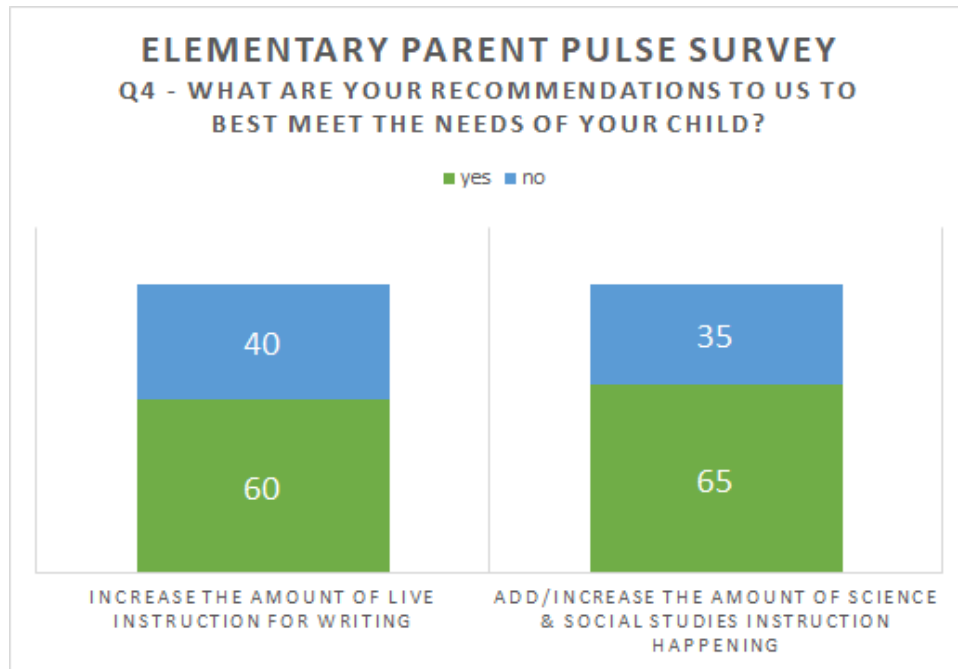
Data Reviewed

- Progress report anecdotal data
- PST Data

| Lake Wilderness Monthly PST (TIER 2) Monthly Concern & Exit Data | | | | | | | | | | | | | | | |
|--|---------------|------------------------------------|----------------|--|------------------------------------|----------------|--|------------------------------------|----------------|--|------------------------------------|----------------|-------------------------------|------------------------------------|------------------------------|
| | Fall Cycle | | Winter 1 Cycle | | | Winter 2 Cycle | | | Spring 1 Cycle | | | Spring 2 Cycle | | | Annual Data |
| | Sept/Oct | | Nov/Dec | | | Jan/Feb | | | Mar/Apr | | | May/June | | | Sept-June |
| | Initial Count | End of Cycle - Exited from Concern | Initial Count | No. of students carried over from Fall Cycle | End of Cycle - Exited from Concern | Initial Count | No. of students carried over from Winter 1 Cycle | End of Cycle - Exited from Concern | Initial Count | No. of students carried over from Winter 2 Cycle | End of Cycle - Exited from Concern | Initial Count | Students of continued concern | End of Cycle - Exited from Concern | Total Unique Students Served |
| Kindergarten | 11 | | | | | | | | | | | | | | |
| First Grade | 5 | 3 | 6 | 2 | | | | | | | | | | | |
| Second Grade | 1 | 1 | 7 | 0 | | | | | | | | | | | |
| Third Grade | 6 | 6 | 7 | 0 | | | | | | | | | | | |
| Fourth Grade | 2 | 2 | 6 | 0 | | | | | | | | | | | |
| Fifth Grade | 6 | 4 | 3 | 2 | | | | | | | | | | | |
| All LWES | 31 | 16 | 29 | 4 | | | | | | | | | | | |

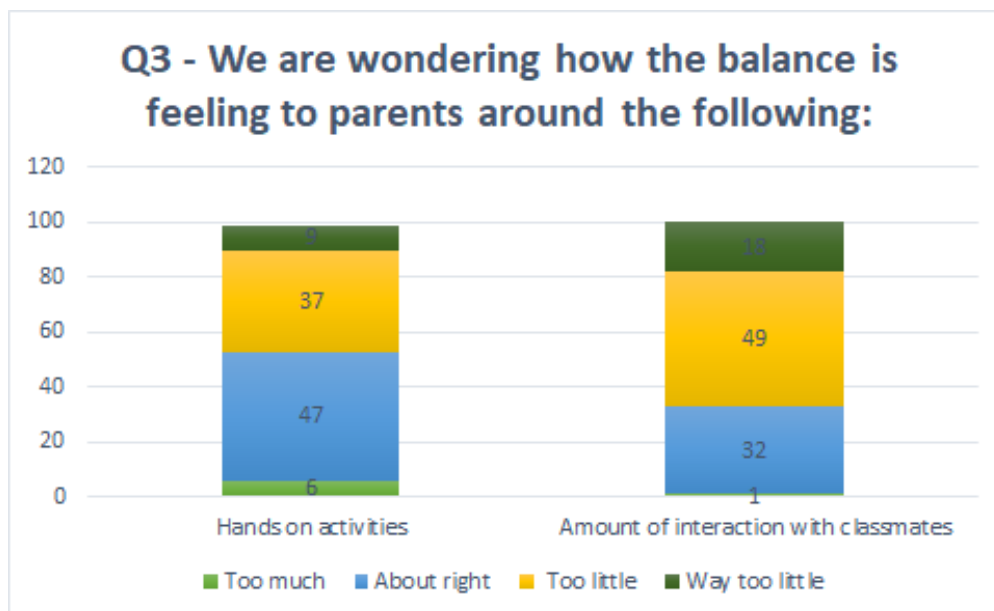
Data Source: Grade Level Problem-Solving Team Referral data 2020-2021

- Conferences at the end of January
- “Best Remote Practices” observations
- Fall data from Pulse Survey: Grade level teams reviewed the T&L Pulse Survey data specific to Lake Wilderness. Teams were able to reflect and address the needs of their students based on collective observations and where they identified an alignment of needs with the October Pulse Survey data. Many teams chose to move forward with piloting synchronous writing and providing more opportunities for science through exploratory groups, virtual field trips, and asynchronous extension opportunities.



Data Source: T&L Tiny Pulse Survey, Fall 2020-2021

Teams also thought creatively about how they could provide more opportunities for students to engage in discussion and how to utilize supply bag pick-ups to get hands-on activities into the homes of their students.



Data Source: T&L Tiny Pulse Survey, Fall 2020-2021

Work Plan

| Activity | Timeline | Responsibility |
|---|---|---|
| Effectively leveraging the collaborative PLC and ILT team experience. <ul style="list-style-type: none"> • Reflection and resurfacing of our school mission and vision. • Develop commitment statements. • A focus on DeFour's PLC guiding questions for team data analysis. | <ul style="list-style-type: none"> • Weekly grade level team meetings • ILT meeting 1/month • PLC meeting 1/month | <ul style="list-style-type: none"> • Melanie, Lindsay, ILT |
| Use of Formative and summative assessment to inform data tracking during PLC time. <ul style="list-style-type: none"> • Identify pre/posts assessments to target student growth. • Qualify students for support programs. • Use data to make instructional decisions and next steps • Examination of qualitative data and anecdotal notes. • Focus on remote learning best practices. | <ul style="list-style-type: none"> • PLC Meetings 1/mo. • PST Meeting monthly • Collaborative Time 1/week. | <ul style="list-style-type: none"> • Melanie/Lindsay/ILT • PST • Grade-level teams • Melanie/Lindsay/ILT |
| Build PD opportunities to support teacher capacity to provide rigorous, high-quality remote education both synchronously and asynchronously. | <ul style="list-style-type: none"> • ILT meeting - 1/mo • Staff meetings - 1/mo • Micro PD sessions (January-end of year) 20 minute, choice sessions | <ul style="list-style-type: none"> • Melanie, Lindsay, & ILT • Melanie, Amanda, Lindsay • Elementary Instructional Coaches & Reading Specialists |
| Collaboration with PST, PBIS, and Attendance Team when students are disengaging from learning. | <ul style="list-style-type: none"> • Weekly by grade level (progress check every six weeks by team). | <ul style="list-style-type: none"> • PST/Leanne/Amanda |

Measures and Monitoring

| Measure | Timeline | Responsibility |
|---|--|---|
| Teacher/Staff Input <ul style="list-style-type: none"> • ILT Minutes • PBIS Minutes • PST Minutes • Admin Meeting Feedback • LW T&L Feedback • Professional Development Opportunities | <ul style="list-style-type: none"> • Bi weekly • Monthly • Weekly • Weekly • Weekly • Following PD Offerings | <ul style="list-style-type: none"> • Melanie, Lindsay, and ILT • Melanie, Amanda, & PBIS team • Melanie, Amanda, Leanne, & grade-level teams • Participants |
| <ul style="list-style-type: none"> • Reading Scores • Running Records and report cards marks for reading levels all students reviewed for rank order • RAP only - monitoring assessments • We are regularly updating classroom teachers on who is attending and who is not attending. | <ul style="list-style-type: none"> • Oct 2020 • Jan 2020 - June 2021 • Daily - The paraprofessionals send notes to classroom teachers, families, and reading specialists. | <ul style="list-style-type: none"> • Deanna Sund • Paraprofessionals |

Interventions Supporting our Struggling Students

RAP - Reading Assistance Program

| | | Gr K | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 |
|--|-------------------|-----------------------|---------------------------|----------------------------------|-------------------------|---------------------------|----------------------------|
| Sept-Jan 60 Students (Total) | # students served | 7 | 18 | 11 | 8 | 7 | 9 |
| | % of all Level 1 | 7/7 students 100% | 18/18 Students 100% | 10/10 Students 100% | 5/5 Students 100% | 100% (4/4 Students) | 100% (5/5) Students) |
| | % of all Level 2 | 0/1 Students 0% | 0% | 1/1 *100% (One Student) | 3/9 students 33% | 3/10 Students 30% | 4/4 Students 100% |
| Feb - June | # students served | | | | | | |
| | % of all Level 1 | | | | | | |
| | % of all Level 2 | | | | | | |

Brief program description in remote learning

- 1:1 remote tutoring format
- Thirty minutes, two times per week lessons
- Six reading instructors
- Lessons are scheduled by families, or with family input, at times that accommodate both students' academic and family schedules.
- Lesson content is based upon Common Core standards and learning targets follow a progression of reading skills that support classroom reading instruction in both phonics and comprehension, while also differentiating for individual student needs.
- Research-based best practices
- Visual, verbal and interactive engagement strategies.
- Attendance is tracked on a daily basis through classroom teachers.
- Teachers, parents, and administrator partnerships with families and staff to engage students in learning.
- Fall data reliability is limited
- Capacity of the program is smaller in our remote setting.

Parent Partnership

- Parents are partnering with reading instructors to support their student's reading lessons and growth.
- Lesson structure facilitates high levels of communication between families and RAP instructors
- Models of how to talk about books with children about books are provided
- Guides and written question stems in the RAP Handbook

Celebrations

- High levels of family engagement and communication
- Families express continuing appreciation!

- 1:1 setting has fostered a focus on individual student needs, while simultaneously supporting and uplifting student strengths.
- Stigma attached to leaving class for intervention has been removed
- We have updated program processes and procedures

MAP - Math Assistance Program

| | | Gr K | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 |
|-------------------------|-------------------|------|-------------|-------------|---------------|--------------|--------------|
| Sept-Jan 47 Students | # students served | 0 | 4 | 5 | 12 | 12 | 14 |
| | % of all Level 1 | N/A | 0/0 100% | 1/1 100% | 10/10 100% | 11/12 92% | 13/15 87% |
| | % of all Level 2 | N/A | 4/6 67% | 4/4 100% | 2/4 50% | 1/19 .05% | 1/19 .05% |
| Feb - June | # students served | | | | | | |
| | % of all Level 1 | | | | | | |
| | % of all Level 2 | | | | | | |

Brief program description in remote learning-

- MAP services are currently offered for thirty minutes, twice a week in a 1:1 setting
- 2 MAP paraeducators at Lake Wilderness
- Lesson schedules accommodate student's academic and family schedules
- MAP instruction is data-driven and focuses on the Common Core standards, building a strong number sense foundation, flexible thinking, and using best practices to meet student needs
- Differentiating lessons allow students opportunities to actively engage in mathematics and fosters a growth mindset
- Hands-on and visual modeling provides students with scaffolds for growth
- Teachers monitor attendance on a daily basis partnering with administrators to engage students and families in learning

Parent Engagement-

- Parents are partnering with math specialists and MAP instructors to support their student's math growth
- Parents are provided extra math games, fluency resources, models, and manipulatives that help guide their student with practice at home
- Parent Engagement - Title 1 Parent Information meeting for RAP/MAP/ELL held on October 28th

Celebrations-

- Families are grateful for the opportunity for MAP support!
- Parents are active partners in their child's math growth and are often able to engage in lessons with their students
- Students feel comfortable taking risks