School Improvement Plan

Davis Vision: Our vision is to champion rigor* and joy* for every student, in every classroom, every day

“Our mission is for students to engage in effective academic instruction focused on reading, writing, and mathematics that is relevant, systematic and grounded in a culture of inquiry.”

2021 - 2022

Davis
Elementary
## Title I, Part A Schoolwide

### Building Data

<table>
<thead>
<tr>
<th>Building:</th>
<th>F/R Percentage:</th>
<th>(Updated Oct. 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis Elementary</td>
<td>58.7%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Grade Span:</th>
<th>preschool, Kindergarten – 5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Ferraro</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District:</th>
<th>Building Enrollment:</th>
<th>698 (2021-2022 Updated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Place</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan Date:</th>
<th>Board Approval Date:</th>
<th>May 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2021</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School Leadership Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marissa Waddell</td>
<td>Special Programs &amp; Human Resources</td>
<td><a href="mailto:mwaddell@cpps.org">mwaddell@cpps.org</a></td>
</tr>
<tr>
<td>Chris Plucker</td>
<td>Davis Elementary Vice-Principal</td>
<td><a href="mailto:cplucker@cpps.org">cplucker@cpps.org</a></td>
</tr>
<tr>
<td>Mark Ferraro</td>
<td>Davis Elementary Principal</td>
<td><a href="mailto:mferraro@cpps.org">mferraro@cpps.org</a></td>
</tr>
<tr>
<td>Marcie Anderson</td>
<td>Davis Elementary Teacher</td>
<td><a href="mailto:mcanderson@cpps.org">mcanderson@cpps.org</a></td>
</tr>
<tr>
<td>Thyra Hinshaw</td>
<td>Davis Elementary Special Education Teacher</td>
<td><a href="mailto:thinshaw@cpps.org">thinshaw@cpps.org</a></td>
</tr>
<tr>
<td>Sara Moran</td>
<td>Title I Reading Specialist</td>
<td><a href="mailto:smoran@cpps.org">smoran@cpps.org</a></td>
</tr>
<tr>
<td>Margret Berg</td>
<td>Bilingual/ ELL teacher</td>
<td><a href="mailto:mberg@cpps.org">mberg@cpps.org</a></td>
</tr>
<tr>
<td>Cassandra Berube</td>
<td>Parent</td>
<td><a href="mailto:cberube@cpps.org">cberube@cpps.org</a></td>
</tr>
</tbody>
</table>

### Vision Statement

“Our vision is to champion rigor* and joy* for every student, in every classroom, every day.”

### Mission Statement

“Our mission is for students to engage in effective academic instruction focused on reading, writing, and mathematics that is relevant, systematic and grounded in a culture of inquiry.”
### ESSA Supports: WA Framework Identification

- **Foundational:**
  - Click or tap here to enter text.

- **Tier I: Targeted Supports: Targeted with 1-2 Student Groups:**
  - Special Education and ELL

- **Tier II: Targeted 3+Targeted EL Progress:**
  - Click or tap here to enter text.

- **Tier III Support: Comprehensive and Rad Identified schools:**
  - Click or tap here to enter text.

### Partners in Consolidated Plan Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template

**School Improvement Plan/WAC-180-16-200 and ESSA: Sec.1111(d)(1)(B)**

#### Title I, Part A : Schoolwide Program

- **Model Four Required Components:**
  - Comprehensive Needs Assessment
  - Schoolwide Reform Strategies
  - Activities for Mastery
  - 4. Coordination and Integration

#### Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

- Based on a Needs Assessment
- Data driven
- Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
- Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure **all** of the following elements are included:

### School Improvement Plan; WAC-180-16-220, Plan Requirements:

- Annual Board approval
- Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP
The ways in which the model is based on a self-review of the school's program
- The characteristics of successful schools
- Equity factors for all students
- The use of technology to facilitate instruction
- Parent, family, and community involvement, they relate to a positive impact on student learning

**ESSA: Sec.1111(d)(1)(B).**

**Plan Requirements:**
- Indicators of student performance against State-determined long-term goals
- Exposition of evidence-based interventions
- Proof of a school-level needs assessment
- Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
- Approval by the school, local educational agency and State educational agency

**Plan**

**COMPONENT #1: NEEDS ASSESSMENT for Davis Elementary College Place Public Schools**

**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Older Data to begin the 2021-2022 school year: As a part of our 2-year strategic plan, we continuously review our Davis Elementary data and process throughout the year and make any needed adjustments and modifications for better results. Along with data, we utilize surveys of staff, parents, students and community members to gain an overall understanding of Davis students.

Data used to develop a fluid working plan on closing the achievement gap in 2018–19 (Also see Washington School Improvement Framework Snapshot). Due to Covid-19, the online learning and cancelation of SBA, we will be working on a fall Dibels check-in to best understand our students needs to base our intervention needs. We will keep and review engagement of students throughout the online learning model.
Most Recent SBA Data (Updated SIP in January of 2022)

The fall SBA data for the 2021 school year provided a quick snapshot of where our Davis students are academically coming off the pandemic. Based on our current data, we will continue the focus in reading and create a plan to better serve our Math instruction K-5.
• Interim assessments (Not available in 2021-2022 right away)
• Dibels kindergarten through 5th grade monitored monthly for intervention groups
• STAR reading diagnostic – 3 times a year for monitoring growth
• Implement Benchmark Literacy Curriculum K-5
• Reading Intervention, Corrective Reading, phonics for reading, Reading Mastery
• 2021-2022 Star Reading was discontinued and the addition of MAP’s testing is being provided 3 times a year to help with student progress.

### ELA

<table>
<thead>
<tr>
<th>ELA - SBA</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>28.1%</td>
<td>36.9%</td>
<td>43.1%</td>
<td>47.9%</td>
<td>NA</td>
<td>N/A</td>
</tr>
<tr>
<td>4th Grade</td>
<td>35.4%</td>
<td>40.6%</td>
<td>43.8%</td>
<td>38.4%</td>
<td>NA</td>
<td>44.5%</td>
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<tr>
<td>5th Grade</td>
<td>40.6%</td>
<td>46%</td>
<td>40.1%</td>
<td>48.6%</td>
<td>NA</td>
<td>48.5%</td>
</tr>
</tbody>
</table>

Math

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>40.5%</td>
<td>45.3%</td>
<td>43.8%</td>
<td>58.1%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>4th Grade</td>
<td>39.2%</td>
<td>40.1%</td>
<td>43.9%</td>
<td>41.1%</td>
<td>NA</td>
<td>41.4%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>25.7%</td>
<td>35.8%</td>
<td>32.6%</td>
<td>34.9%</td>
<td>NA</td>
<td>27.3%</td>
</tr>
</tbody>
</table>

• Interim assessments (Not available in 2021-2022 right away)
• STAR Math diagnostic – 3 times a year for monitoring growth
• Classroom based assessments: Grade level designed assessments
• Core Math “Eureka Math”
• 2021-2022 Star Reading was discontinued and the addition of MAP’s testing is being provided 3 times a year to help with student progress
• 2021-2022 Star Reading was discontinued and the addition of MAP’s testing is being provided 3 times a year to help with student progress.

Other

• Attendance data shows a need for providing a stronger parent awareness in the benefits of keeping students in school. We will monitor monthly and develop a communication piece to inform students and parents how success starts with attendance.
• Discipline data in the 2021 – 2022 school year will be monitored monthly to locate student and staff need for the benefit of connecting and understanding needs.
• Master Schedule effectiveness
• Monthly Principal Advisory team meetings (K-1 teacher, 2-3 teacher, 4-5 teacher & special education teacher
**DO**

In the areas of ELA, Math, Engagement and behavior we will:

1. Gather summative data
2. Review data to determine discrepancies/areas to address
3. Ask questions to determine the cause
4. Develop goals and adult actions to address areas of concern.
5. Implement and monitor progress towards goals

Review our Core Math K-5 (alignment of grade levels and a continuum of sequential standard – begin the training and conversations of an effective math system K-5)

**Study**

We will continue to make the significant changes needed to conduct our needs assessment. We will be studying new data following benchmark assessments, as well as working with staff to monitor in program data. Key strengths, challenges and modifications we made after the September benchmark were:

1. Development and implementation of continuum of support for all students in ELA to accelerate learning.
2. We are implementing MAP’s assessments three time a year to better understand student growth and the relationship to our curriculum and state testing.
3. PBIS team will revisit our system for positive behaviors and attendance at Davis. We will also be testing a social emotional screener and curriculum to help our students coming off the pandemic.

**Adjust**

See attached ACTION PLAN with timeline, resources and responsible staff. This action plan addresses area of Vision, Assessment, Instruction, Leadership, Professional Development and Commitment. It was initially developed to support the implementation of a school wide ELA plan. It is our goal to have a similar action plan for Math and Behavior developed in years 2 & 3 & beyond

**COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES**

**PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES**

**Plan**

- A planning team of teachers consisting of specialists, teachers, classified and administration will meet throughout the 2021-2022 school year to solidify the Davis Elementary Yearlong plan. Additional English Language Development time was placed into the schedule to support grade levels kindergarten through third. The focus team and the Principal Advisory team and planning team will revisit the effectiveness of the master schedule in January, make suggestions and begin planning for the following year.

- We will adjust throughout the year based on assessments available to our students coming off the pandemic. We will utilize the fall and spring SBA, the three assessments of MAP’s, Dibel’s assessments and teacher assessments.
We will utilize (if available) our family nights, building activities such as doughnuts with dad and advisory committees to survey and review results of feedback.

- A diverse parent advisory team will meet and or utilize surveys throughout the year to advise on Davis climate, procedures, communication and family engagement.
- Davis will continue to develop a PBIS system that works toward better attendance, greater student buy-in to appropriate behavior, and understanding of social emotional needs.
- Our Math Specialist will conduct a review of our current Core math, the sequencing of standards and provide some in house trainings of math strategies and a better understanding of standards.
- The Assistant Principal will continue to develop the 5th grade leadership team “FIRE TEAM”. Student of the team will work with younger students on behaviors, social skills and academics.

2021-2022

- Deliver and implement the Davis Elementary vision and mission statements for a unified direction
- Use Professional Development Days for staff trainings in Math, ELA, Social Emotional, CCDEI, leadership, etc.
- Staff Meetings
- Professional Learning Communities - Friday morning PLC’s for student & staff growth
- Public events within Davis if Available to conduct – (Parent Nights, Music concerts, family nights)
- Staff Meetings
- Planning Team Meetings
- Core Team meetings (Weekly meetings)

DO

**Vision/ Goals:**
Foster the shared school vision and vet all decisions against the potential of enhancing or detracting from the vision.

**Assessment Practices and Professional Development Calendar:**
Monitor and adjust instruction/ resources/ actions based on student data.

**Professional Development:**
Build capacity within the teaching staff to ensure sustainability.
Assessment & Professional Development

September
- Grades 1-5: DIBELS/IDEL & Core Phonics Survey
- Grade K: DIBELS/IDEL & Core Phonics Survey
- Grades 1-5: Map’s assessments (Math & Reading)
- Grades K-5: PLC Time (Grade Level to work through data in Math, reading and Interventions
- Neilia (Writing consultant to work with two staff members who are training to lead and with incoming Davis Teachers)

October
- Kindergarten Map’s (reading & Math)
- Grades K-5: Consultants Neilia to work with grade levels and or our Writing team
- Grades K-5: Admin Walk Throughs for feedback
- Grades K-5: Narrative completed and scored
- Gallery Walk for first for first writings
- Grade K: Wa-Kids due
- Math Interim – Number Sense
- Fall SBA Testing for 4th & 5th Graders (updated January of 2022)

November
- Grades K-5: Admin Walk Throughs for feedback
- Grades 3-5: Writing Team to train on Narrative
- Grades 3-5: Score interim during common planning

December

January
- Grades 3-5: SBAC ELA ICA (Interim Comprehensive Assessment)
- Grades K-5: DIBELS/IDEL & Core Phonics Screening - Limited intervention groups
- MAP’s Testing – Reading & Math
- Math Interim
- Grades K-5: Admin Walk Throughs for feedback

February
- WIDA Testing
- 2nd K-5 Writing
- Grades 3-5: ELA IAB (Interim Assessment Block) PT
- Grades K-5: Admin Walk Throughs for feedback

March
- Grades K-5: Writing: Consultant Neilia & leadership walk classrooms and work with our ELA staff trainers
- Math Interim
April
- Grades 3-5: SBA ELA, Math, & Science
- Grades K-5: Admin Walk Throughs for feedback
- Grades K-5: Writing Gallery Walk during PLC

May
- Grades 3-5: SBAC ELA, Math, & Science
- Grades K-5: STAR Map’s Testing (Reading & Math)
- Grades K-5: DIBELS/IDEL & Core Phonics Survey

June
- Grades K-5: Data review & roll students forward for next school year

Math Year 1:
In response to current proportionality report:
Of the 9.4% of overall SPED students, 4.13% are meeting.
Of the 26.85% of overall Bilingual Education students, 7.43% are meeting. 43% of Third, Fourth and Fifth grade students meeting on SBA, 2018.
- Clearly define the role of the Math Specialist and identify responsibilities to include:
  - Implementation of the MAP’s K-5
  - Disseminate and interpret data with grade level teams three times a year (look for staff needs in understanding the MAP’s data)
  - Gather information from teachers and staff to inform PD needs around math
  - Organize and facilitate PD necessary to help teachers differentiate in class math support
  - Coordinate and common plan with SPED 4 times a year to increase representation of students meeting growth in SDI Math.
  - Review Math curriculum – begin training of standards within curriculum (systematic approach to how standards progress by grade levels)
- Identify and communicate which students are on the cusp of meeting.

Math Year 2:
- Target professional development to support teachers in the area of need at each grade level (strong focus on numbers and operations)
  - Number Talks
- Continue to develop the role of Math Specialist
  - Facilitate PLC conversations and evaluation of work samples
- Identify small groups of students needing more targeted support

Gather materials to support teachers
**Study**
Data in Math & Reading will be analyzed and discussed to create a plan for a systematic approach in math instruction for the following year. Strategies of instruction will be provided to teachers in the current year.

Reading & Writing: Teachers, Specialists, consultants and administration will review the reading and writing data to evaluate intervention groups, current strategies used and effectiveness of the program. Adjustments to groups will be conducted around trimester time and or sooner if data demonstrates a need.

Math: Teachers, Math specialist and administration will review math data to evaluate the effectiveness of learning targets and strategies implemented three times a year. Adjustments to content and delivery will be made based on data needs.

Attendance/ Behavior: We will be monitoring our reporting system to better collect data on attendance and behaviors. A monthly meeting with the counselor will be conducted to review attendance and behaviors. A group of teachers will be in a yearlong study of understanding student social emotional needs.

**Study**
Davis Elementary will actively adjust to meet the needs of our students and families throughout the year. Elements of need may be adjusted monthly, at trimester or for the upcoming year. Academic needs will be adjusted be more frequently based on data and with the least amount of disruption to student learning is possible.

**COMPONENT #3: ACTIVITIES TO ENSURE MASTERY**

**PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY**

**Plan**
Davis Professional Development Calendar

**August**
Focus on year long activities plan and master schedule revisions
Registration of students
CCDEI Training
Social Emotional Training
Kindergarten start – conferences with parents
Student counts

**September**
Principal Advisory Team meeting
Site Team meetings
Student assessments & review
Trainings in Benchmark & Writing
CCDEI Training
Social Emotional Training
PTA
**October**
Principal Advisory Team meeting  
Site Team meetings  
CCDEI Training  
Social Emotional Training  
Benchmark Training  
Math Training  
Conferences  
PTA

**November**
Principal Advisory Team meeting  
Site Team meetings  
Math Training  
Gallery Walk (Writing)  
CCDEI Training  
Social Emotional Training  
PTA

**December**
Principal Advisory Team meeting  
Site Team meetings  
Writing Training

**January**
Principal Advisory Team meeting  
Site Team meetings  
Student Assessments & Review  
Benchmark Training  
Writing Training  
CCDEI Training  
Social Emotional Training  
PTA

**February**
Principal Advisory Team meeting  
Site Team meetings  
Benchmark Training  
Writing Training  
CCDEI Training  
Social Emotional Training  
PTA
March
Principal Advisory Team meeting
Site Team meetings
Conferences
Benchmark Training
Writing Training
CCDEI Training
Social Emotional Training
PTA

April
Principal Advisory Team meeting
Site Team meetings
State Testing
Benchmark Training
Writing Training
CCDEI Training
Social Emotional Training
PTA

May
Principal Advisory Team meeting
Site Team meetings
State Testing
Student Assessment & Review
Benchmark Training
Writing Training
CCDEI Training
Social Emotional Training
PTA

June
Student Assessment & Review
Principal Advisory Team meeting
Site Team meetings
## COMPONENT #4: COORDINATION AND INTEGRATION (funding to be adjusted with new figures)

### PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount Available</th>
<th>How the Intents and Purposes of the Program will be Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Education</td>
<td>$3,790,058</td>
<td>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed in this plan. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</td>
</tr>
<tr>
<td>Title I, Part A</td>
<td>$354,517</td>
<td>To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education, and to close educational achievement gaps.</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>$3,700</td>
<td>Preparing, training, and recruiting effective teachers, principals, or other school leaders.</td>
</tr>
<tr>
<td>Title III/TBIP</td>
<td>$17,076</td>
<td>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 standards that other children are expected to meet. Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</td>
</tr>
<tr>
<td>Learning Assistance Program (LAP)</td>
<td>$267,508</td>
<td>To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements.</td>
</tr>
<tr>
<td>Local Funds</td>
<td>$360,783</td>
<td>Local levy revenue to support the programming in this plan.</td>
</tr>
<tr>
<td>Total</td>
<td>$4,793,642</td>
<td></td>
</tr>
<tr>
<td>Instructional Plan ELA</td>
<td>Kindergarten</td>
<td>1st Grade</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Abv Target Benchmark</td>
<td>Reading Mastery K or 1</td>
<td>Benchmark Advance/Adelante Small Group Materials</td>
</tr>
<tr>
<td>Benchmark</td>
<td>Reading Mastery K</td>
<td>Reading Mastery 1 Fast Cycle</td>
</tr>
<tr>
<td>Emerging Benchmark</td>
<td>Reading Mastery 1</td>
<td>Reading Mastery 2</td>
</tr>
<tr>
<td>(High Strategic)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic</td>
<td>Reading Mastery 1</td>
<td>Horizon C/D L76 or RM3 fast cycle Corrective Reading B2</td>
</tr>
</tbody>
</table>
| Intensive             | Reading Mastery K/1 | Reading Mastery K/1 | Corrective Reading A/B1 | Corrective Reading A/B1/B2 | | ORF = 110+wpm REWARDS (Plus Intentional fluency practice.)  
ORF = less than 110wpm Horizon C/D L76 or RM3 fast cycle Corrective Reading A/B1/B2 |
### ELA Summer Work
**LWDS Units/Benchmark Advance & Adelante**

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
</tr>
</thead>
</table>
| Writing Team | Graphic Organizers  
  - Update document  
  - Decide on which grade levels use each type and when  
  - Create a document defining the “why” behind not using templates | Summer 2020 (exact date TBD) .5 day-July 6 |
| Writing Team | Sharing planning strategies in planning a Benchmark unit with graphic organizers identified for efficiency. | Summer 2020 (exact date TBD) |
| Writing Team | Teaching points  
  - Narrative, Opinion, Informational  
  - Review and update documents (K-2, 3-5) | Summer 2020 .5 day-July 6 |
| Writing Team | LWSD Units of Study  
  - Align K-5  
  - Look at a Benchmark unit to possibly align | Summer 2020 3 days- July 7,8,9 |
| Writing Team | Gallery Walk  
  - Plan when (Oct. and March)  
  - Pre/Post writing  
  - Decide on walk-thru document - what is important to notice? | Summer 2020 .5 - July 6 |
| Grade level rep K-5 Brown, Palmer, Medrano? | LWSD Mentor texts  
  - Find mentor texts in Benchmark or other that align with the units (remove Wonders mentor text suggestions) | Summer 2020 1-2 days |
| Moran | Pacing calendars  
  - Benchmark Advance (18 days per unit)  
  - LWSD Units | Fall of 2020 |
| Solberg | September start | Fall of 2020 |
| Writing Team (LWSD James/Lindgren (Benchmark)) | New Teacher Training  
  - Benchmark Advance--1 day  
  - LWSD Units--2 days | Fall of 2020 – Spring of 2021 |
Writing Team: Neilia Solberg, Sara Moran, Kaila Gibson, Alyssa Hafen, Jessica Maher & Carla Bradford

3 Teacher leaders are being trained to lead in the writing process with our current and new staff.

Grade level Representatives for Reading - Writing - Math

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Claribel Brown</td>
<td>Nikki Elmer</td>
<td>Christina Arevalo</td>
<td>Jennifer Morasch</td>
</tr>
<tr>
<td>1</td>
<td>Faith Lindgren</td>
<td>Jessica Maher</td>
<td>Elizabeth Casebier</td>
<td>Liza Palmer</td>
</tr>
<tr>
<td>2</td>
<td>Claire James</td>
<td>Carla Bradford</td>
<td>Carly Rada &amp; Kathryn Rodighiero</td>
<td>Jonathan Medrano</td>
</tr>
<tr>
<td>3</td>
<td>Marcie Anderson</td>
<td>Alyssa Hafen</td>
<td>Elissa Aguilar</td>
<td>Alyssa Hafen</td>
</tr>
<tr>
<td>4</td>
<td>Kaila Gibson &amp; Tracy Towne</td>
<td>Kaila Gibson</td>
<td>Ryan Lackey</td>
<td>Brittany Cebada</td>
</tr>
<tr>
<td>5</td>
<td>Corey Davis</td>
<td>Rebecca Schroeder</td>
<td>Mike Collins</td>
<td>Darin Durand</td>
</tr>
<tr>
<td>Specialist</td>
<td>Sara Moran -Title</td>
<td></td>
<td>Anne Schulz – Title</td>
<td>Thyra Hinshaw- Special Ed</td>
</tr>
</tbody>
</table>

2021 – 2022

Math- ELA – Assessment - CCDEI

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Team (Training by consultant &amp; Training of Staff)</td>
<td>Trainings with Neila Solberg (writing consultant) online and in person 2 -4 times throughout the year. (preparing to exit consultant)</td>
<td>August of 2021 – June of 2022 TBD based on current pandemic situations</td>
</tr>
<tr>
<td>• Alyssa Hafen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Carla Bradford</td>
<td></td>
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<tr>
<td>• Jessica Maher</td>
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<tr>
<td>• Sara Moran</td>
<td></td>
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<tr>
<td>• Staff Trainings</td>
<td></td>
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</tr>
<tr>
<td>The Science of Reading</td>
<td>8 sessions of online training from Carrie Cole</td>
<td>September 2021 - April 2022</td>
</tr>
<tr>
<td>• Certificated Teachers</td>
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<tr>
<td>Reading &amp; Writing Team</td>
<td>Monthly PLC work on Benchmark Advance and Writing</td>
<td>September 2021 – May 2022</td>
</tr>
<tr>
<td>Math</td>
<td>Review of current curriculum and alignment of standards</td>
<td>October Training</td>
</tr>
<tr>
<td></td>
<td>Professional Development on standards</td>
<td>PLC Trainings (October 2021– May 2022)</td>
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<td>Continuum of essential standards &amp; (SMP) Standards for Mathematical Practice</td>
<td>October 2021 – May 2022</td>
</tr>
<tr>
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<td>After school trainings &amp; New teacher Trainings</td>
<td>November 2021 – May 2022</td>
</tr>
<tr>
<td>Assessment Data</td>
<td>Professional Development on MAP’s data</td>
<td>Fall of 2021</td>
</tr>
<tr>
<td>• Anne Schulz</td>
<td></td>
<td>January -February 2022</td>
</tr>
<tr>
<td>• Sara Moran (Reading)</td>
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<tr>
<td>CCDEI &amp; SEL Trainings</td>
<td>Cultural competency, diversity, equity, and inclusion (CCDEI) – 8 hrs</td>
<td>August of 2021 – May of 2022</td>
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<tr>
<td>Ryan Lackey</td>
<td>Addressing inequities, disparities &amp; barriers to education</td>
<td>Professional Development Days, PLC’s &amp; staff meetings</td>
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<tr>
<td>Brittney Cebada</td>
<td>Pilot Purposeful People</td>
<td>August 2021 – May of 2022</td>
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<tr>
<td>Anne Schulz</td>
<td></td>
<td>Professional Development Days, PLC’s &amp; Staff meetings</td>
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<tr>
<td>Stacy Babcock</td>
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</tbody>
</table>

Commitment:

We will ensure a comprehensive plan is developed for reading, writing and Math based on the needs (data) of our students coming out of the current pandemic.