

School Improvement Plan - Grant Elementary

Year Goal
(YearGoal.aspx?
sn=137)

Level Work Plan
(Default2.aspx?
sn=137)

Finished Improvement Plan
(sip2.aspx?
sn=137)

2023-2024 SIP Goals - Grant Elementary

1. **Engagement (Extracurricular Activities/Athletics) goal of: 30.00**
2. **Kindergarten Ready goal of: 20.00**
3. **Literacy Growth goal of: 10.00**
4. **Math Growth goal of: 10.00**
5. **Overall Elementary Climate | Elementary goal of: 3.90**
6. **Overall Elementary Life Skills goal of: 3.80**

Search by keyword <input type="text"/>	School Year 2023-2024 ▼	Work Plan Frame Any ▼	Student Group Any ▼
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School Improvement Strategy (One sentence or phrase that identifies the strategy)	Description of Strategy (Description of the strategy and how it will be implemented)	Work Plan Alignment (What work plan item is aligned to the strategy)	Success Indicators (How will it be determined if the strategy is successfully implemented)	Student Focus (How will the strategy promote access and opportunity)	Goal Alignment (What school improvement plan goal(s) will be the most impacted by the success of the strategy)	Title School Component Alignment
Increase attendance rates in all grade levels Edit Strategy (WorkPlanStrategy2.aspx?sn=137&iid=383&sid=10790&year=2023&tab=0)	Grant is committed to increase attendance in all grade levels. We will work closely with families and the community to support strong attendance practices and encourage a collaborative school, home partnership. We will support students and families by: -Incentivizing positive attendance trends for individuals and whole classes -Implementing bi-weekly Coffee and Connects to provide parents with support around school topics -Meeting bi-weekly as an attendance data team to discuss strategies and review data -Partnering closely with PTG (Team Grant) to encourage families to join PTG meetings regularly	Increase attendance through school-wide strategies as well as the provision of additional supports for students with chronic absenteeism (G3/I2)	-Decrease percentage of students who fall in the chronic absenteeism category - Increased attendance at school events	All, Equity Group	Engagement (Extracurricular Activities/Athletics), Percent Chronically Absent (all grades)	Component 2 - Reform Strategies
Increase MTSS tier 2 and continue to strengthen tier 1 systems and routines Edit Strategy (WorkPlanStrategy2.aspx?sn=137&iid=390&sid=10791&year=2023&tab=1)	Grant will commit to strengthening our Tier 2 meeting process (referral and review). We will provide students/staff with: -Referral forms to seek assistance -Consistent meeting protocol that concludes with a plan of support -Tier 2 small groups for students that need more direct instruction of behavioral or social skills -Alternative recess options for students who need access to other activities or more guided unstructured time -Weekly MTSS/Admin meetings to discuss support plans and review data	Enhance MTSS systems and structures that increase the fidelity of Tier 1 PBIS Team and Tier 2/3 Intervention Team with an emphasis on early identification, data collection, data analysis, and professional development, and school-wide calibration on MTSS frameworks (G2/I1, G3/I2, G4/I3)	-Decrease in MTSS tickets/behavior referrals -Decrease in number of breaks taken outside of the classroom - Increase in student feelings of safety, security and belonging - Decrease in SPED referrals	All, Equity Group, Special Ed	Engagement (Extracurricular Activities/Athletics), Overall Elementary Climate Elementary, Overall Elementary Life Skills	Component 2 - Reform Strategies

<p>Data informed instruction to effectively incorporate workshop model.</p> <p>Edit Strategy (WorkPlanStrategy2.aspx?sn=137&iid=399&sid=10842&year=2023&tab=2)</p>	<p>Grant will commit to a strong workshop learning model in Math and Literacy. We will use data consistently to influence teaching and instructional practices as well as determine appropriate learning activities for students. We will focus on providing students with:</p> <ul style="list-style-type: none"> -Whole group and small group instruction driven by data taken from Dreambox, Lexia, SBAC and grade level determined common assessments. -Consistent use of Dreambox, Lexia with assigned lessons to target areas of academic need for individual students. -Clear academic vocabulary -Teachers who are committed to participate in ongoing purposeful professional development 	<p>Support professional development and fidelity of elementary workshop model that maximizes low class sizes (G2/I2, G2/I3)</p>	<p>-increased standards or levels achieved in Dreambox/Lexia - Increased number of students achieving proficiency on SBA -decreased tier 2/3 referrals for academic supports</p>	<p>All, Special Ed, LAP/Title, ELD</p>	<p>Literacy Growth, Math Growth</p>	<p>Component 2 - Reform Strategies</p>
<p>Offer additional parent/family engagement opportunities to promote a culture of strong partnerships and success at Grant</p> <p>Edit Strategy (WorkPlanStrategy2.aspx?sn=137&iid=405&sid=10843&year=2023&tab=3)</p>	<p>Grant is committed to increase partnership between families and school team. We will work closely with families and the community to support strong attendance in extra curricular events and encourage a collaborative school/home partnership. We will increase parent/family engagement opportunities by:</p> <ul style="list-style-type: none"> -hosting bi-weekly coffee and connect -partnering with PTG to encourage and incentivize people to join meetings regularly -increasing number of family nights-zone events, family dinners, other events at school -offering parenting resources-circle of security sessions 	<p>Increase volunteer opportunities and parent engagement events as well as support participation in parent organizations and district parent university program (G1/I2, G1/I3, G2/I1)</p>	<p>Increased attendance in all opportunities</p>	<p>All</p>	<p>Engagement (Extracurricular Activities/Athletics), Overall Elementary Climate Elementary</p>	<p>Component 2 - Reform Strategies</p>

School: Grant Elementary School

Brief summary:

Grant Elementary School met the 95% participation rate in all groups with the exception of the subgroup for Special Education students.

School	Subgroup	ELA Participation %	Math Participation %
Grant Elementary School	Special Education	97.2	91.7

Goal: **Grant Elementary School** is committed to ensuring that all subgroups of students participate in state required assessments.

Actions: **Grant Elementary School** will:

- Contact all parents before testing occurs and convey the importance of student participation in the assessment.
- Discuss with students and parents how information from the assessments helps teachers identify the focus for future instruction.
- Meet with parents who want to opt their student out of testing to explain the importance and advantages of testing. We will require parents to complete the state assessment waiver that requires a reason for opting- out and that they understand the benefits of testing and the consequences of not testing.
- Prepare students using practice tests and interim assessments so they feel comfortable and prepared to do their best.
- Monitor daily and testing date attendance closely.
- Arrange for make-up tests and contact the parent to remind them of the testing date and the importance of attending school that day.
- Make personal calls to families of non-attending students to stress the importance of attendance.

Close

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Translate Website accessibility
<https://beta.spokaneschools.org/Page/2142>

Non-discrimination statement
<https://beta.spokaneschools.org/Page/1564>

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