

Pasco School District Schoolwide Improvement Plan	
Building: McLoughlin Middle School	School Year: 2020-2021
Principal: Vikki Fogelson	Plan Date: 12/15/2020
Grade Span: 6-8	District Review Date: 1/29/2021
Building Enrollment: 1407	Board Approval Date: 2/23/2021

School Leadership Team Members and Parent-Community Partners		
Name	Role	Email
Vikki Fogelson	Principal	vfogelson@psd1.org
Elizabeth Harrington	Assistant Principal	eharrington@psd1.org
Andrew Traver	Assistant Principal	atraver@psd1.org
Karri Britain	Assistant Principal	kbritain@psd1.org
Corey Heitschmidt	Teacher	cheitschmidt@psd1.org
Dominique Wright-Jackson	Teacher	Djackson@psd1.org
David Haug	Teacher	dahaug@psd1.org
Amy Rodriguez	Instructional Coach	Amrodriguez@psd1.org
Maria Keaney	Instructional Coach	Mkeaney@psd1.org
James Bennett	Teacher	jbennett@psd1.org
Amber Hunt	Behavior Intervention Specialist	Ahunt@psd1.org
Cindy Johnson	Teacher	Cjohnson@psd1.org
Morgan Fuquay	Teacher	Mfuquay@psd1.org

District Strategic Improvement Plan
<p>Pasco School District believes all students can achieve at high levels, and research has identified specific outcomes which lead to increased likelihood of students graduating from high school on the path to a career. Our School Board identified measurable outcomes aligned to both district philosophy and broader educational research and approved Results Policies known as our Outrageous Outcomes. These goals constitute our District Strategic Improvement Plan, as follows:</p> <ul style="list-style-type: none"> • 100% of all 3rd graders will read on grade level in their language of instruction • 100% of students will pass Algebra by the end of 9th grade • 100% of 9th graders will end the school year on track for graduation • 100% of students will graduate and have a career path • 100% of students will have meaningful relationships and hope for their future



Pasco School District follows the Plan – Do – Study – Adjust model for continuous improvement. This collaborative problem-solving approach is a professional expectation of PSD staff which requires continuous investigation, incorporation, monitoring, and refinement of best practices to improve academic and behavioral outcomes for our students.

Pasco School District Schoolwide Improvement Plans (SIP) are data driven, promote a positive impact on student learning, and offer a continuous improvement process to monitor, adjust, and update the SIP. Plans reflect a self-review of the school’s program, characteristics of successful schools, equity factors for all students, the use of technology to facilitate instruction, and provide for parent, family, and community involvement as they relate to a positive impact on student learning.

Building Vision Statement
ALL MEANS ALL – ALL LEAD, ALL SUCCEED, ALL LEARN, ALL BELONG

ESSA Supports: WA Framework Identification
<input type="checkbox"/> Foundational: See below.
<input checked="" type="checkbox"/> Tier I: Targeted Supports: Targeted with 1-2 Student Groups: Buildings not identified in the state improvement process but identified as Tier 1 targeted supports need to write appropriate site-specific goals
<input type="checkbox"/> Tier II: Targeted 3+Targeted EL Progress: If applicable, see Appendix A OSSI Supplemental Plan
<input type="checkbox"/> Tier III Support: Comprehensive and Comprehensive Low Graduation Rate (below 67%): If applicable, see Appendix A OSSI Supplemental Plan

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:
<input checked="" type="checkbox"/> 1. Comprehensive Needs Assessment <input checked="" type="checkbox"/> 2. Schoolwide Reform Strategies <input checked="" type="checkbox"/> 3. Activities for Mastery <input checked="" type="checkbox"/> 4. Coordination and Integration
Checklist for combined Title I, Part A Schoolwide Program Model:
Is this plan: <input checked="" type="checkbox"/> Based on a Needs Assessment <input checked="" type="checkbox"/> Data driven <input checked="" type="checkbox"/> Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it <input checked="" type="checkbox"/> Allowing active participation of and input from stakeholders

Does this plan contain under *at least* one of the components exposition of the following requirements:

**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

1. Comprehensive Needs Assessment – PLAN, DO, STUDY, ADJUST

PLAN

Our Needs Assessment process begins with a review of guidance from the State of Washington OSPI at: <https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/title-i-part-program-models/schoolwide-program>

DO

Comprehensive data, including but not limited to demographic information, student performance on state/federal ESSA goals, student performance on district strategic improvement goals, and staff readiness and willingness to change are reviewed and discussed (*see data snapshot, below*).

STUDY

Our team reviewed all the below-listed data to identify the strengths and weaknesses impacting student performance. The impact of family engagement, school atmosphere, and staffing were also explored to develop our comprehensive SIP for the 2020-2021 school year.

School Demographics

Race/Ethnicity		Gender	
American Indian/Alaskan Native	0.2%	Female	49.5%
Asian	1.4%	Male	50.5%
Black/African American	1.2%	Special Programs	
Hispanic/Latinx of any race(s)	50.2%	Free or Reduced-Price Meals	54.8%
Native Hawaiian/Other Pacific Islander	0.1%	Special Education	13.4%
2 or More Races	5.4%	Transitional Bilingual	11.4%
White	41.5%	Migrant	2.7%
		Section 504	3.3%

The above demographics represent the school's make-up as reported on the state report card.

Smarter Balanced Assessment

Grade Level	SBA ELA Proficiency Rate	SBA Math Proficiency Rate
7 th	58.6%	43.5%
8 th	53.5%	39.2%

The above state assessment data is based on the 2019 spring test administration results; assessments were not given in the 2019-2020 school year due to the COVID-19 pandemic.

Every spring students in specific grades are assessed in Math, English Language Arts and Science. Student performance in each subject is scored as a level one, two, three or four. Level 3 or 4 scores mean that students demonstrate the skills expected for that grade. Level 3 or 4 scores are counted as meeting standard in that subject area. Level 1 and 2 scores are counted as not meeting standard in that subject area. Some students are assessed using the Washington Access to Instruction and Measurement (WA-AIM). Science testing with WCAS started in 2017-18, and will be included in the trend in the future.

ESSA – Washington School Improvement Framework

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	58.0%		70.3%	33.3%	12.9%	50.0%	48.2%		17.7%	56.6%	67.0%
Math Proficiency Rate	43.8%		64.9%	13.3%	10.4%	34.8%	34.1%		14.3%	38.4%	54.1%
ELA Median SGP	52		58.5	47	52	52.5	52		48	49	51
Math Median SGP	46		56.5	36.5	45	47	47		43	46	44
Graduation Rate											
EL Progress Rate*	38.9%										
Regular Attendance Rate	85.4%		96.0%	78.8%	82.2%	84.1%	82.3%		80.4%	82.4%	86.9%
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners

Deciles

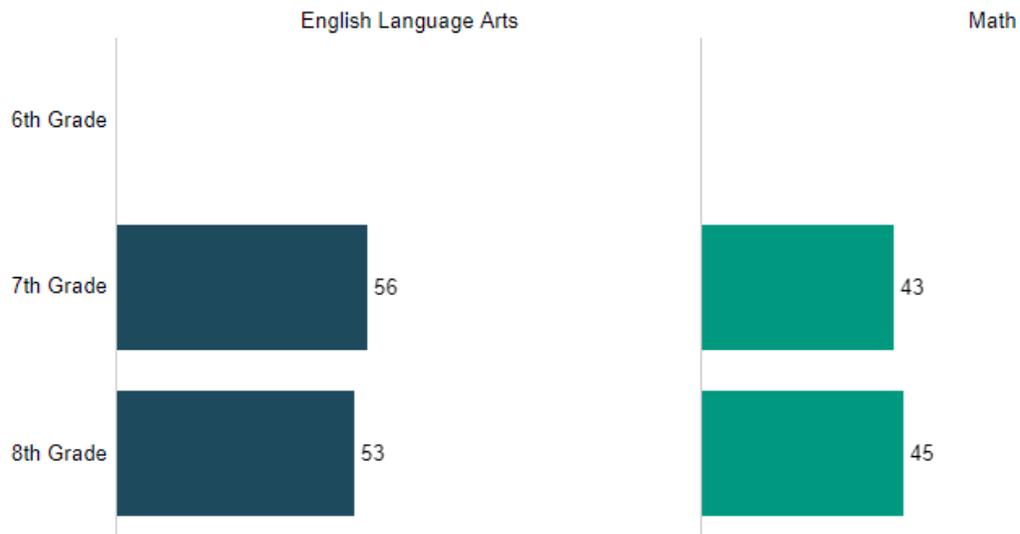


Initially released in March 2018 (and updated in April of 2019), the Washington School Improvement Framework identifies how schools can improve the education of all students. The Framework combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts) into a 1-10 score. The school's score then determines the state supports for the school to improve.

Displayed above are the rates of each of the ESSA measures, with a color corresponding to the 1-10 score given for that measure. If the rate is white/blank, that means either the measure isn't relevant for the grade span of the school, the student group was too small to report publicly, or is the ELP measure which is only reported for the "All Students" group.

The above data is from prior year 2018-2019; no WSIF data is available for 2019-2020 assessments.

Median Student Growth Percentile (SGP)



Displayed above are the median SGP by grade level for Spring 2018 to Spring 2019 Smarter Balanced ELA and Math data, if applicable. Data is not available for the 2019-2020 year due to the COVID-19 pandemic.

English Language Learner Data

Comparison of SPED identification among LEP students

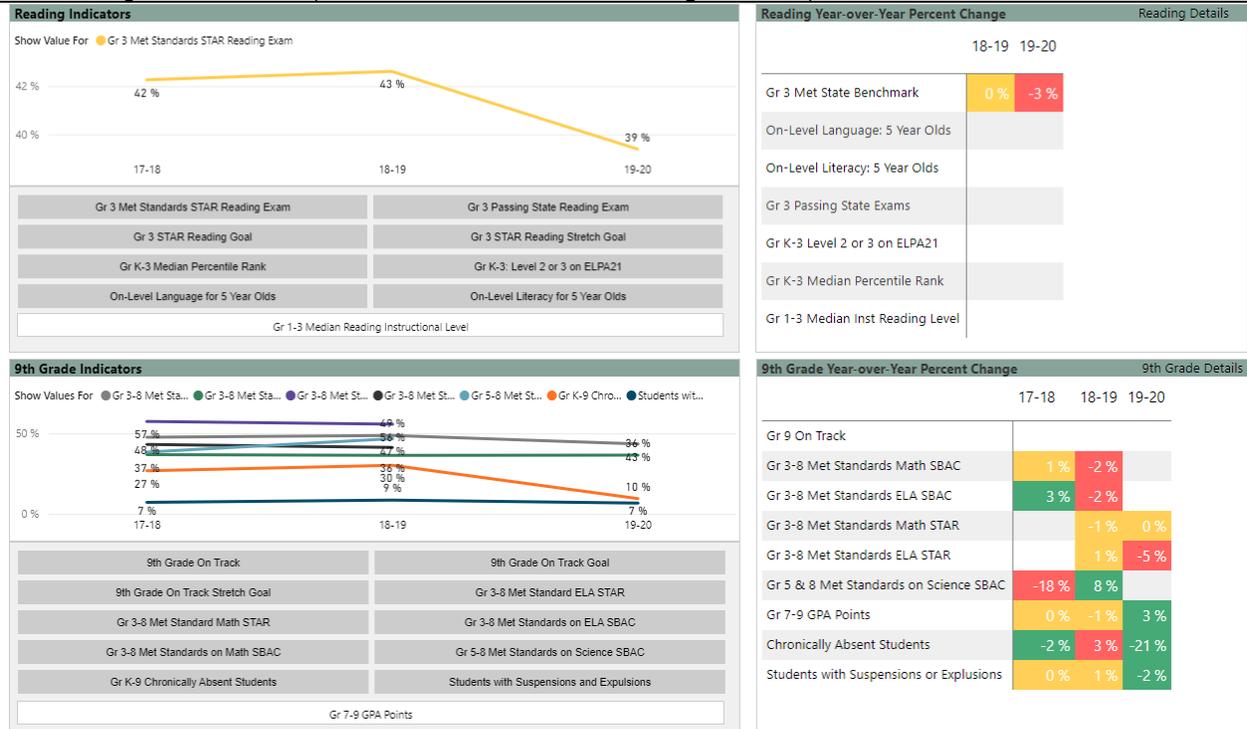
	Pasco School District	McLoughlin Middle School
% of Limited English Proficient	33%	15%
% of students w/IEPs (overall)	12%	15%
% of LEP students w/IEPs	5%	4%

Percentage of LEP students by ELPA-21 Scale Score Growth Band

	Pasco School District	McLoughlin Middle School
15%+	4%	5%
10% to 15%	10%	11%
5% to 10%	21%	22%
0% to 5%	30%	32%
-5% to 0%	23%	22%
-10% to -5%	9%	6%
-10%+	3%	1%

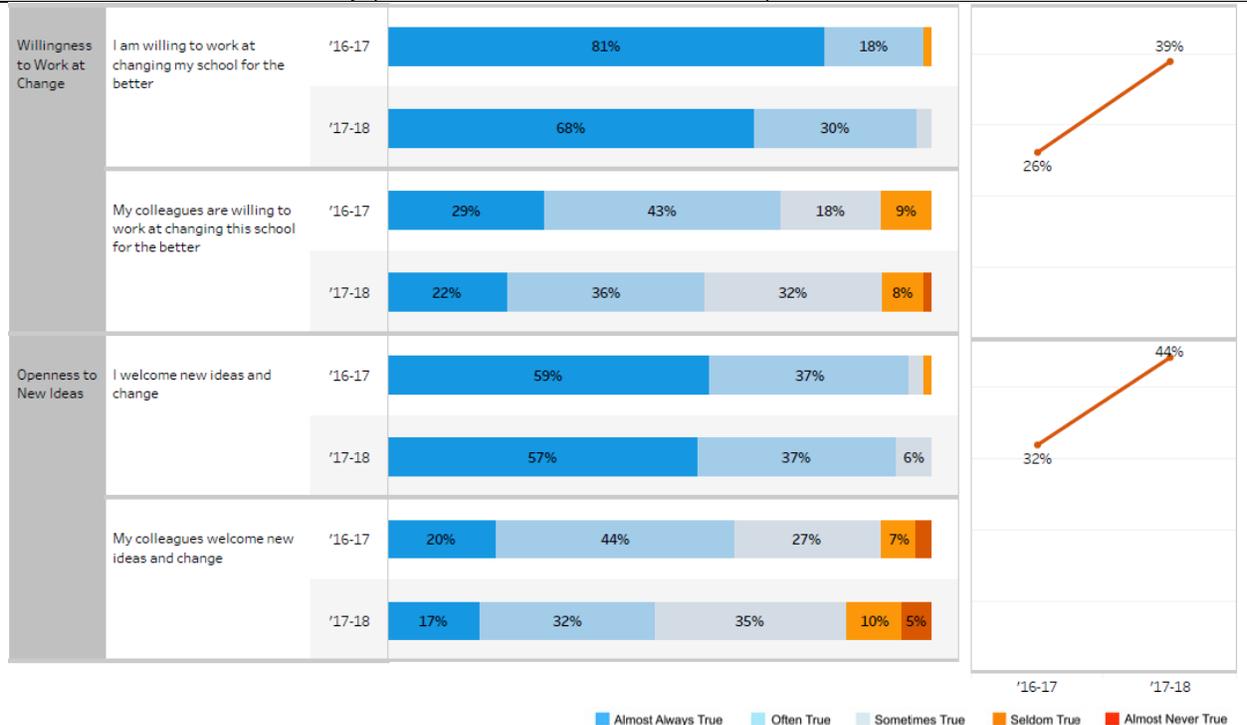
The above data were identified through review of ELL program enrollment, SPED program enrollment, and ELPA-21 assessment data.

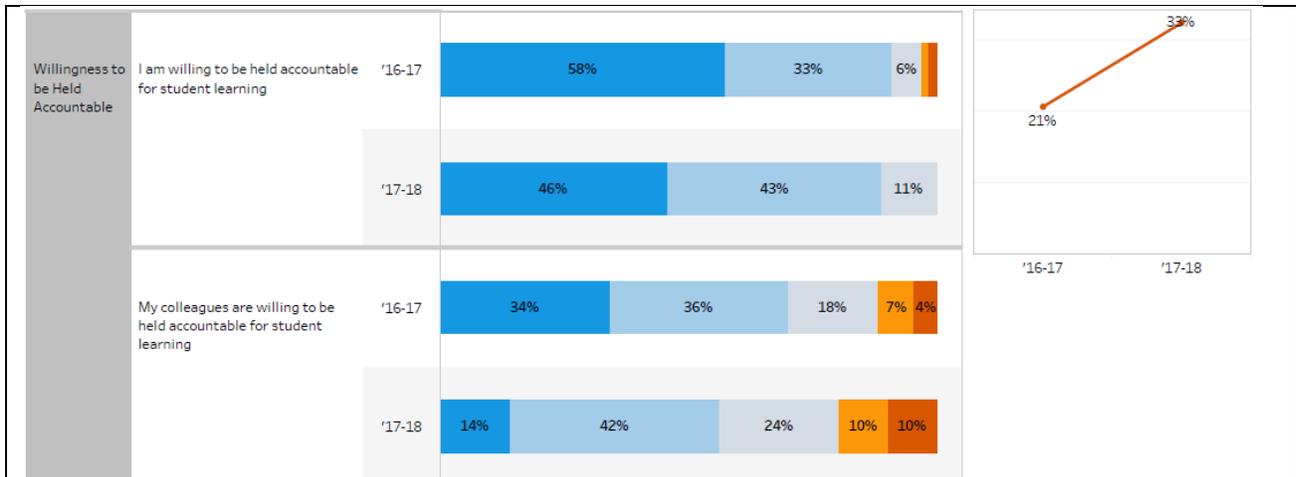
PSD Outrageous Outcomes (District Benchmarks and Monitoring Indicators)



The above data are pulled from the district data dashboard platform.

Educational Effectiveness Survey (Center for Educational Effectiveness)





The above readiness for change indicators represents combined survey items from the CEE Educational Effectiveness Survey from the last administration in the 2018-2019 school year; the CEE was not completed in the 2019-2020 school year due to the COVID-19 pandemic. These indicators demonstrate a staff's readiness and willingness to change. The more positive the beliefs and perceptions of the staff are about these indicators, the more efficiently change will happen. Large gaps in the *I vs. They* indicators demonstrate differences in opinions and perceptions and may represent a lack of trust amongst staff. The threshold for concern is 20% at the elementary level and 25% at the secondary level. Change in gap data is included to determine improvement over time (narrowing the gap is good!).

ADJUST

We developed the below-listed Schoolwide Reform Strategies to increase the percentage of students meeting and exceeding standards on the Smarter Balanced Assessment as well as Pasco School District Outrageous Outcomes. Additional data will be collected and analyzed throughout the school year to monitor our progress and adjust our SIP as needed.

2. Schoolwide Reform Strategies – PLAN, DO, STUDY, ADJUST

PLAN

Our Schoolwide Reform Strategies process begins with a review of guidance from the State of Washington OSPI at: <https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/title-i-part-program-models/schoolwide-program>

DO

We collaboratively developed our SIP SMART goals, in alignment to state and federal measures as well as our district strategic goal benchmarks.

Middle School Plan

	19-20 Results	20-21 Goals	20-21 Stretch Goal
8th Grade Spring STAR Reading Met State Benchmark	%	54.9%	58.6%
8th Grade Spring STAR Math Met State Benchmark	%	41.0%	45.5%

STUDY

After a comprehensive needs analysis and data review, the above goals were set. To meet these goals, we developed specific strategies, staffing plans, and professional development plans. Please see Section 3: Activities for Mastery, below.

2. Schoolwide Reform Strategies – PLAN, DO, STUDY, ADJUST

ADJUST

We will adjust our specific strategies and professional development plans, as well as future staffing requests, based on progress throughout the 2020-2021 school year.

3. Activities for Mastery – PLAN, DO, STUDY, ADJUST

PLAN

Our Activities for Mastery process begins with a review of guidance from the State of Washington OSPI at: <https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/title-i-part-program-models/schoolwide-program>

Selected building activities upgrade the entire school's program. In addition, these activities address how students who have not met standard in certain skills will receive effective and timely assistance to ensure mastery. Our Multi-Tiered System of Supports, which address both academic and behavior needs, recognizes that each student is different, and some students need more help to get back on track.

DO

We developed the following key goals and activities for mastery plan for the 2020-2021 school year:

Literacy Focus:

100% of students in ELA will be making 5% or more growth as measured by the 2021 ELA SBA.

Literacy Activities for Mastery

<i>Activity</i>	<i>Key Personnel</i>	<i>Timeline / Due Date</i>
AVID Task Force – Providing schoolwide WICOR strategies to be successful in all classes.	Karri Britain AVID Teachers	Year long
PLC Content & IDT Teams – Addressing strengthening Tier I instruction through the PLC Process, common & formative assessments & Tier II interventions	Maria Keaney Amy Rodriguez All Content Teachers	Year long
PRIDE Task Force – Addressing PBIS Tier I Behaviors Partnering w/ Peak Partner & Leadership Groups in School	Heidi Whitt Amber Hunt	Year long
Leadership Enhancement Class – To provide organizational support for students to support academic success.	Corey Kincaid Erika Mendoza Guiding Coalition	Year long
Technology Night(s) to support parent involvement and increase student engagement.	Cindy Johnson Braydon Smith ELA Teachers	February and March 2020
Jeff Utech trainings to increase knowledge base for online learning and student engagement.	All Staff	Year long
Library/Tech & Counselor/BIS office hours to provide Tech and SEL Support for students and families.	Teresa Wylie Amber Hunt Corey Kinkaid Erika Mendoza	Year long
Modeling and Consistent use of TEAMS notebook by admin and teachers for students to support CORE4	All Staff	Year long
Consistency PD for teaching teams to develop strategies for schoolwide and teaching team consistency for students and families.	All Staff	Year long

3. Activities for Mastery – PLAN, DO, STUDY, ADJUST

Mathematics Focus:

100% of students in Math will be making 5% or more growth as measured by the 2021 Math SBA.

Mathematics Activities for Mastery

<i>Activity</i>	<i>Key Personnel</i>	<i>Timeline / Due Date</i>
AVID Task Force – Providing schoolwide WICOR strategies to be successful in all classes.	Karri Britain AVID Teachers	Year long
PLC Content & IDT Teams – Addressing strengthening Tier I instruction through the PLC Process, common & formative assessments & Tier II interventions	Maria Keaney Amy Rodriguez All Content Teachers	Year long
PRIDE Task Force – Addressing PBIS Tier I Behaviors Partnering w/ Peak Partner & Leadership Groups in School	Heidi Whitt Amber Hunt	Year long
Leadership Enhancement Class – To provide organizational support for students to support academic success.	Corey Kincaid Erika Mendoza Guiding Coalition	Year long
Technology Night(s) to support parent involvement and increase student engagement.	Cindy Johnson Braydon Smith ELA Teachers	February and March 2020
Jeff Utech trainings to increase knowledge base for online learning and student engagement.	All Staff	Year long
Library/Tech & Counselor/BIS office hours to provide Tech and SEL Support for students and families.	Teresa Wylie Amber Hunt Corey Kinkaid Erika Mendoza	Year long
Modeling and Consistent use of TEAMS notebook by admin and teachers for students to support CORE4	All Staff	Year long
Consistency PD for teaching teams to develop strategies for schoolwide and teaching team consistency for students and families.	All Staff	Year long

Social-Emotional Learning Focus:

All students will be taught building wide behavior expectations in a positive behavior intervention system.

Social-Emotional Learning Activities for Mastery

<i>Activity</i>	<i>Key Personnel</i>	<i>Timeline / Due Date</i>
PRIDE Task Force – Addressing PBIS Tier I Behaviors Partnering w/ Peak Partner & Leadership Groups in School	Heidi Whitt Amber Hunt	Year long
Launch new school wide expectations of safe, respectful, and responsible through lessons taught in advisory classes.	PBIS Team, Advisory Teachers	September
Revise the school matrix to reflect new school wide expectations for in person and distance learning & provide PD for staff and lessons for students in advisory classes.	PBIS Team & All Staff	September

3. Activities for Mastery – PLAN, DO, STUDY, ADJUST		
Revise school-wide reward system with at-home and distance learning to support COVID & provide PD for staff and lessons for students in advisory classes.	PBIS Team	Year long
Develop a SEL survey for students to be given in advisory daily using a tier 1 tool, zones of regulation, to support social emotional learning needs of students with data tracking.	PBIS Team	Year long
Develop school wide lessons for safe return using CDC guidelines and district mitigation strategies, teaching safe, respectful, and responsible as students move to in person instruction.	PBIS	Year long
Researched and implementing fast pass as a strategy for safe movement throughout the building and will provide pd for staff and lessons for students.	PBIS	Year long
Researched and implemented the use of a consistent parent communication tool, class dojo, which provides multiple options for two-way communication in multiple languages. Used in classes as an incentive tool as well.	Amber Hunt – All Staff	Year long
STUDY & ADJUST		
We plan to meet monthly to review our SIP goals, verify progress, and adjust our SIP, as necessary.		

4. Coordination and Integration – PLAN, DO, STUDY, ADJUST
<p>Our Coordination and Integration process begins with a review of guidance from the State of Washington OSPI at: https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/title-i-part-program-models/schoolwide-program</p> <p>Coordination and integration support involves using multiple funding sources in a braided manner to support specific educational initiatives and helps to ensure consistency and eliminate duplication of services, both at the building and district level. In addition, this philosophy aligns with the Government Finance Officers Association (GFOA) best practices in school district budgeting guidance to ensure building and district budgets best align resources with student achievement goals. This process optimizes student achievement through a Plan, Do, Study, Adjust framework, as follows:</p> <ol style="list-style-type: none"> 1. Plan and Prepare 2. Set Instructional Priorities 3. Pay for Priorities 4. Implement Plan 5. Ensure Sustainability <p>The Director of Special Programs creates district wide budget for Title I and LAP each year in February, based on estimated allocations. We use need measures, enrollment numbers, and comprehensive data to determine allocations and Title I buildings based on all federal and state guidelines. We allow set aside funds for Equitable Private Schools participation, Support of Homeless Students under McKinney-Vento, Parent Engagement, and Professional Development. This proposal is then approved by the district and communicated to schools as initial information in October. Upon receipt of the district's actual allocations, these budgets are adjusted. This year because the state budget has not been finalized, and because Title I final allocations have been delayed due to the roll out of ESSA, the amounts in these plans are preliminary estimates and will need to be revised in November.</p>

4. Coordination and Integration – PLAN, DO, STUDY, ADJUST

In order to best meet the needs of all students, we collect information from our Title 1 schools about their needs, look at comprehensive school and district data, and combine funds for BEA, Title 1, and LAP services. We do not combine any Special Education, Transitional Bilingual, or Migrant funds.

Based on the school's schoolwide plans, we build a specific budget for Title 1 and submit to OSPI as part of the iGrant process. The allocations are preliminary and will need to be updated once the final LAP and Title I allocations are received. Our intent will be to preserve FTE and adjust other plans as needed.

<i>Program</i>	<i>Amount Available</i>	<i>How the Intents and Purposes of the Program will be Met</i>
Basic Education	\$9,300,240	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 classroom teachers, instructional paras, librarian, counseling, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes, professional development, recognition (staff and student), student behavior supports.
Title I, Part A	\$108,750	Professional development, supplies, materials, staff, ATP, Parent and family engagement activities and materials.
Learning Assistance Program (LAP)	\$0	Professional development, supplemental supplies, materials, curriculums, staff to support below level students in literacy, afterschool tutoring, intervention materials.
LAP HP	\$401,696	Behavior supports, professional development, supplemental, supplies and materials, intervention materials.
Title III	\$1,550	Supplemental Supplies and materials to meet the needs of EL students.
TOTAL	\$9,812,236	

Appendix A: OSSI Supplemental Plan
N/A