

2023-24 OSD School Improvement Plan

Building Data	
1a. Building: McLane Elementary	1g. Grade Span: Pk-5th Grade School Type: Elementary School
1b. Principal: Dannie Clark	1h. Building Enrollment: 417 with preschool and excluding preschool, 389 pupils
1c. District: Olympia School District	1i. F/R Percentage: 37.7%
1d. Board Approval Date: Review Status	1j. Special Education Percentage: 26%
1e. Plan Date: October 2023	1k. Multilingual Percentage: 3%

School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Renee James-Burney, Kindergarten teacher	Jalissa Jones, 5th grade teacher
Helen Shapley, 1st grade teacher	Denise Morrison, administration intern
Kim Shannon, 2nd grade teacher	Lenore Goldsmith, Special Education
Brandy Fitzgerald, 3rd grade teacher	Stacey Burns, Specialist
Emily Hamilton, 4th grade teacher	Dannie Clark, Principal

Vision and Mission Statement

Vision: McLane Elementary believes that we can cultivate opportunities for every learner, resulting in growth in social, emotional, and academic skills, as well as student investment in their learning process.

Mission: McLane Elementary School strives to provide an outstanding learning environment, including the quality of its staff, a sense of family, an excellent physical facility and a safe environment which will enable ALL students to reach their maximum learning potential.

Data Driven Decision-Making

[AWSP Evidence of Impact Tool](#); [Washington State MTSS Framework](#); [Washington State MTSS Self Assessment](#)

SY 2023–2024 SMARTIE Goal #1:

By May 2024, kindergarten-2nd grade students of McLane Elementary, participating in the UFLI foundational skill program will attain 80% proficiency in a predetermined foundational skill as assessed by the CORE phonics screener.

[OSD Student Outcome\(s\)](#): What OSD Student Outcomes are tied to this SMARTIE goal?

Outcome #2

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
Activity 1 (Kindergarten)	Weekly UFLI Assessments	October 2023 - April 2024	Kindergarten Team (Burney, Caranci, Velazquez)	UFLI Foundations
UFLI Foundational Phonics	Core Phonics Survey		Intervention Team (Hatch, Ritter)	Sound Wall (Display and Individual)
Heggerty Phonemic Awareness				Heggerty Phonemic Awareness

				Videos/Instruction
Activity 2 (1st grade) UFLI Phonics Small Groups	Weekly UFLI Assessments Core phonics survey Wonders ORF	Weekly for UFLI September 2023-April 2024 6-8 weeks (starting in January).	1st Grade Team (Shapley, Mondau, Lincoln) Intervention Team (Hatch and Ritter)	UFLI Foundations Wonders ORF Passages
Activity 3 (2nd Grade) UFLI Phonics Words Their Way	Weekly UFLI Assessments CORE Phonics Words Their Way Primary Spelling Inventory Wonders ORF	October 2023-April 2024 Weekly for UFLI 6-8 weeks	2nd Grade Team (Bottoms, Merino, Shannon) Intervention Team (Hatch, Gonzalez, and Ritter)	UFLI Words Their Way Wonders ORF Passages
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Mrs. Clark has utilized building budget to provide the UFLI manuals, as well as the manipulatives to provide high leverage learning opportunities for students.				
2. n/a				

SY 2023–2024 SMARTIE Goal #2: By May 2024, students identified to receive Tier 2 reading instruction, in classroom or with McLane’s interventionist teachers, will improve grade level fluency skills with 85% accuracy from 50% accuracy measured by the Wonders Reading Oral Fluency fall to spring assessment.				
OSD Student Outcome(s) : Outcome 2				
<i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i>				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s)</i>	<i>What short- and long-term data will</i>	<i>What was / is the projected length of</i>	<i>Who (what team or individual) will be</i>	<i>What resources will be used to</i>

<i>will you implement in order to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Activity 1 Small-group reading fluency focused	Document data from the reproducible	Fall-Spring Data dive every 6 weeks	General Education Teacher and Interventionist for a percentage of students	Wonders reproducible (online) weekly comprehension and fluency passages
Activity 2 Wonders Leveled Reader small group	Wonders Reading Oral Fluency assessments-completed every 6 weeks.	Fall-Spring Data dive every 6 weeks	General Education Teacher and Interventionist for a percentage of students	Leveled readers provided by Wonders curriculum
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Mrs. Clark purchased two UFLI manuals out of building budget for intervention groups in 3rd and 4th grade.				
2. n/a				

SY 2023–2024 SMARTIE Goal #3:

Students of McLane Elementary, specifically students who are confidentiality protected: Black, Multi Ethnic, and Pacific Islander will report an increase in their sense of belonging by an increase in positive responses to the Panorama survey, from 58% to 75% by prioritizing diversity within lessons in the classroom, assembly presentations, and with honoring of cultures and identities of groups that are confidentiality protected.

[OSD Student Outcome\(s\)](#): Outcomes 1, 3, 5, & 6

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
Classroom lessons that elicit student investment based on their own	-Student mentorship group; feedback from students	September 2023-May 2024 for this particular goal. However, these are	The leadership team, students and staff leadership committee.	Time to develop CRE units that incorporate and prioritize student diversity.

<i>identities (i.e. slam poetry, socratic seminar on music that is important to individuals, research project on student identities/cultures)</i>	<i>-Fishbowl protocol with students and Mrs. Clark -Exit tickets based on students experiences with particular presentations and lessons</i>	<i>practices that we are intentionally incorporating, which will increase our students' sense of belonging for years to come.</i>	<i>Student mentorship group Mrs. Clark</i>	
<i>Children's books that represent students who identify as BIPOC.</i>	Library and classroom libraries and read aloud log.	Fall 2023-Spring 2024	Librarian and, Leadership, Classroom teachers	Grants to purchase children's books.
<i>-Assembly/classroom presentations to highlight cultures from diverse cultures.</i>	The number of presentations for the 2023-24 school year.	Fall 2023-Spring 2024	Leadership, student and staff	Community and groups that offer opportunities to learn and witness other cultures. <i>Presentations and/or performance groups for assemblies.</i>
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Budget towards assembly performances				
2. Continuous professional development and support around Culturally Responsive Education units.				