



# Coronavirus Pandemic Site Plan 2020-2021

## Annual Working Site Plan

**School:** Glacier Park Elementary

**Area of Focus:**

- Climate and Culture: Through our mantra of Engaging and Empowering Every Student, our focus continues to be on developing and encouraging the social and emotional well-being of each student.
- Continuous Learning: Capitalizing on student strengths to ensure growth that results in students reaching their full potential.

**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):**

<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Clear and Shared Focus</li> <li><input checked="" type="checkbox"/> High Standards and Expectations</li> <li><input checked="" type="checkbox"/> Effective School Leadership</li> <li><input checked="" type="checkbox"/> High Levels of Collaboration and Communication</li> <li><input checked="" type="checkbox"/> Curriculum, Instruction and Assessment Aligned with Standards</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Frequent Monitoring of Teaching and Learning Focused Professional Development</li> <li><input checked="" type="checkbox"/> Supportive Learning Environment</li> <li><input checked="" type="checkbox"/> High Level of Community and Parent Involvement</li> </ul>
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**Site Plan Review by Building Leadership Team:**

December 2, 2020

**Site Plan Review with Building Board Rep:**

December 8, 2020

**Site Plan Review by T&L:**

December 28, 2020

**Site Plan Presentation to Board:**

January 5, 2021

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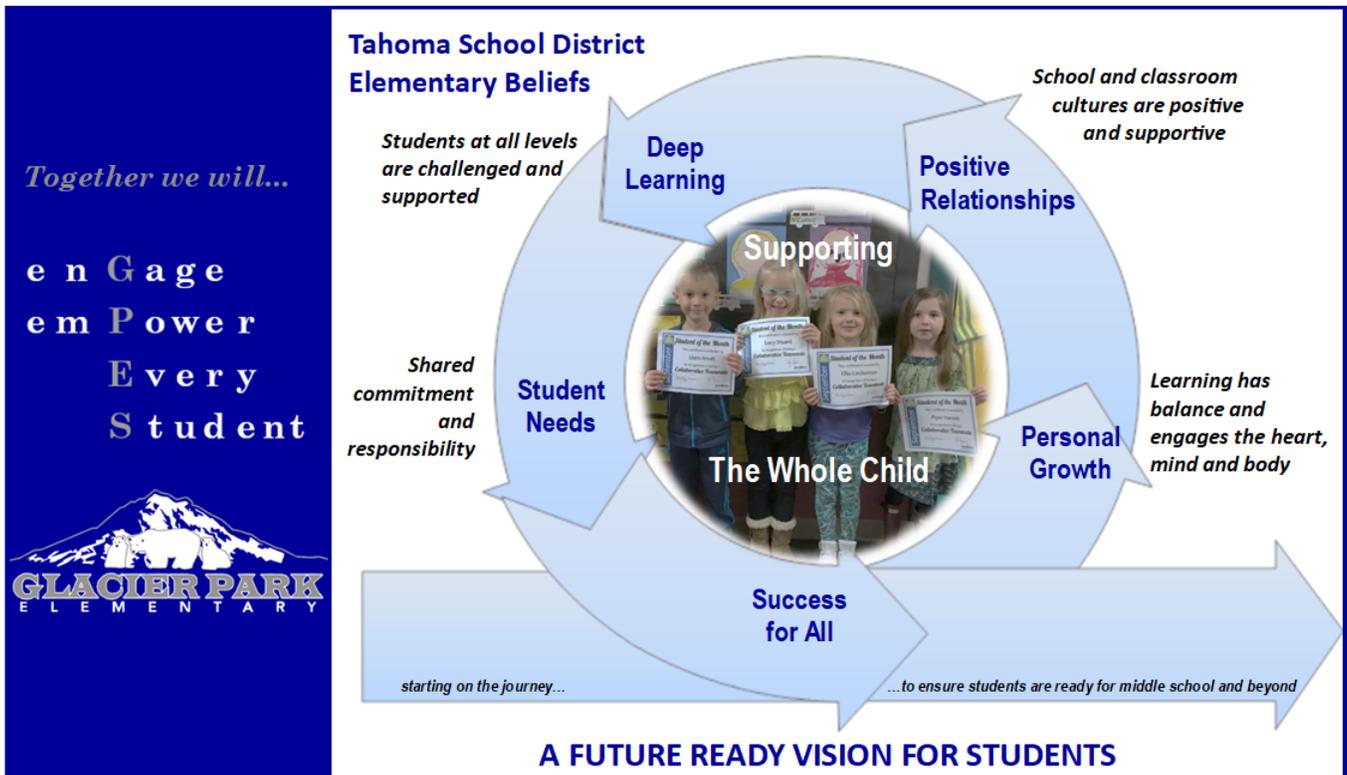
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# Establishing Positive School Climate and Culture

**[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 / Culture

### Focus

Through our mantra of Engaging and Empowering Every Student, our focus continues to be on developing and encouraging the social and emotional well-being of each student.

### Data Collected and Reviewed

- Attendance Data
  - Based on December 16, 2020 data, 93.89 of Glacier Park students have 90% or better attendance
- Anecdotal Teacher Data
  - While the vast majority of our students are meeting the state's requirements for attendance, many teachers report that their students are not 100% engaged in the synchronous and asynchronous learning opportunities

### Goals:

- Increase attendance in both synchronous and asynchronous learning opportunities
- Increase levels of student engagement during remote learning

### Work Plan

Activity	Timeline	Responsibility
FRS Awards; Presentation to students by admin. <ul style="list-style-type: none"> <li>● By grade level when remote</li> <li>● By individual teacher when in-person</li> </ul>	Monthly	Kyle Hood, Shelly Gaston, teachers
Zoom check-ins: <ul style="list-style-type: none"> <li>● Recess</li> <li>● Lunch Bunch</li> <li>● Specialists</li> <li>● Indv.</li> </ul>	Daily: by grade and individual	SEL Paras, Library Asst., Specialists
Assembly <ul style="list-style-type: none"> <li>● Virtual (pre-recorded and live)</li> <li>● In-person (non-covid times)</li> </ul>	Quarterly when virtual; Bimonthly in person	Keri Silvers and Kyle Hood
PBIS Tier 1 (Fully implemented) <ul style="list-style-type: none"> <li>● Videos</li> <li>● Posters</li> <li>● Routines</li> <li>● Specific Language/Terms</li> <li>● SEL class lessons</li> <li>● Polar Bear postcards</li> </ul>	Daily	PBIS Team, whole staff

<ul style="list-style-type: none"> <li>• Weekly Video Announcements</li> <li>• Polar Bear Way</li> <li>• Parker's Wheel (Problem-solving strategies)</li> <li>• Paw Prints</li> </ul>		
PBIS Tier 2 systems <ul style="list-style-type: none"> <li>• Incorporate PST</li> <li>• One on one student check-ins</li> <li>• Connecting Disengaged Students Flowchart</li> </ul>	Year 1 of 3	Kyle Hood, Keri Silvers, and, Shelly Gaston
Student Leadership Team <ul style="list-style-type: none"> <li>• Videos</li> </ul>	Weekly	Keri Silvers, Dan Anderson, and Andrea Sloan
SEL (Social Emotional Learning) Training through Class Lessons <ul style="list-style-type: none"> <li>• Thinking Traps</li> <li>• Emotion Management</li> <li>• Problem Solving</li> <li>• Friendship skills</li> </ul>	1-2 Times per grade level	Keri Silvers

### Measures and Monitoring

Measure	Timeline	Responsibility
Student Survey	Spring	3rd - 5th teachers □ T&L
SWIS	As needed	Kyle Hood
Attendance	Checked weekly	Kyle Hood, Keri Silvers, , Shelly Gaston

## Staff Climate / Culture

**Focus:** Our focus is on maintaining the positive climate and culture that we have created over the past three years. We are trying to keep our Glacier Park family happy, healthy, and optimistic.

### Data Collected and Reviewed

- Staff Survey November 2020 Staff Survey Results November 2020
  - Staff were asked how well remote learning is working overall for the students in their class
    - 2% responded “excellent”
    - 40% responded “good”
    - 49% responded “ok”
    - 9% responded “not great”

### Goals:

- Sustain the positive working climate felt by staff prior to covid
  - Last year 98% of staff agreed that the overall climate and culture at GP is positive and focused on student learning

### Work Plan

Activity	Timeline	Responsibility
Self-Care Tips	Weekly	Keri Silvers
Culture and Tradition’s Team Virtual get togethers	Throughout the year	Culture and Traditions Team
Who’s Glacier are We Moving share outs	Staff Meetings	Shelly Gaston and Kyle Hood
Thanksgiving Bingo	Annual	Patty Kiffer
Silly Covid Story competition	Annual	Shelly Gaston
Staff Birthday emails	As needed	Kelley Anderson
Blend and Bend	Weekly	Keri Silvers
SEL Staff Training	Staff Meetings	Keri Silvers

### Measures and Monitoring

Measure	Timeline	Responsibility
Check-ins at team meetings	On-going	Shelly Gaston, Patty Kiffer, and ILT reps
Individual Check-ins with Shelly, Patty, Kyle, and Keri	On-going	Shelly Gaston, Kyle Hood, Patty Kiffer, Keri Silvers
Staff Surveys	On-going	T&L and Shelly Gaston

## Parent/Family Climate / Culture

### Focus

Our focus is on maintaining the positive collaborative relationship that we have created over the past three years.

### Data Collected and Reviewed

- Tiny Pulse Survey- November 2020
  - 7% of families indicated that remote learning is excellent for their student
  - 33% of families indicated that remote learning is good for their student
  - 33% of families indicated that remote learning is ok for their student
  - 20% of families indicated that remote learning is not great for their student
  - 7% of families indicated that remote learning is terrible for their student

### Goals:

- Increase the number of families who are satisfied with their child's school experience
  - Last year 93% of parents indicated that they were satisfied with their child's school experience

### Work Plan (Covid)

Activity	Timeline	Responsibility
Thanksgiving Video	Sent out 11/25	Kyle Hood
Gabbing with Gaston	3 to 4 times throughout the year	Shelly Gaston
Supply Pick-Up	Bi-weekly	Kyle Hood
Watch Dog Dads	on-going	Nick LaShomb (Parent coordinator)
Principal and Teacher representation at PTSA Meetings	Monthly	Shelly Gaston, Jenny Maver, and Heather Hawley
Glacier Park PTSA Facebook page virtual events (spirit wear, painting parties, pumpkin carving contest, etc.)	On-going	Staff, Families, Principal, and PTSA
SEL Tips for families	Weekly	Keri Silvers

**Work Plan (Ideal in-person-Covid dependent)**

<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>
RAP/MAP Night	March (non covid times)	Natalie Stumpges
Movie Nights	Monthly; Friday Night	Kyle Hood, PTA
Parent Specific Video <ul style="list-style-type: none"><li>• Thanksgiving</li><li>• Additional as needed</li></ul>	Prior to long breaks	Kyle Hood

**Measures and Monitoring**

<b>Measure</b>	<b>Timeline</b>	<b>Responsibility</b>
Family Surveys <ul style="list-style-type: none"><li>• Spring</li><li>• Temperature check</li><li>• SEL for Students by parents</li></ul>	Survey Specific	Principal, T&L, Classroom Teachers

# Student Growth and Achievement

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

**Focus**

Capitalizing on student strengths to ensure growth that results in students reaching their full potential.

**Data Reviewed**

- RAP and MAP data
- Running Record levels from March 2020 and January 2021
- 3-5 Reading Core Assessments Fall/Winter/Spring 2020-2021
- Unit Core Assessments Fall/Winter/Spring 2020-2021
- Individual teacher daily formative assessments

**Goals:**

- At least one year’s growth in reading, writing, and math for all students

**Work Plan**

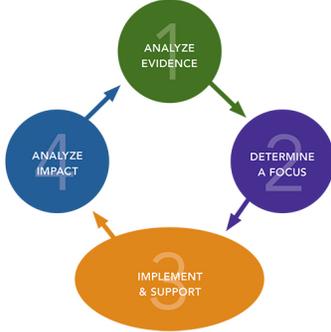
Equity Work Year 1

SEL Book Study Year 1: Chapters 1-4

- Gain an understanding of how culturally responsive pedagogy, social emotional learning, equity, and brain-based learning are related and interdependent.
- Build their background knowledge within social-emotional learning, recognition and response to emotional or behavioral distress, and culturally sustaining practices.
- Increase their instructional tools and resources for social-emotional learning, recognition and response to emotional or behavioral distress, and culturally sustaining practices.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
SEL	Heart start mission & vision			Staff book study: <u>Culturally Responsive Teaching and the Brain</u>					
Equity			Caprice Hollins		Caprice Hollins	Caprice Hollins			

## Collaborative Inquiry Cycles

Activity	Timeline	Responsibility
<p><b>Collaborative Inquiry Cycles</b> around powerful teacher practices to promote student learning and growth</p> <p><i>Student self assessment and goal setting</i></p> <p><i>Student agency and ownership</i></p> <p><i>Student engagement</i></p> <p><i>Curriculum &amp; Pedagogy</i></p> <p><i>Giving Feedback</i></p> <p><i>Differentiation/small groups</i></p> <p><i>Learning targets/success criteria</i></p> <p><i>Assessment</i></p> <p><i>Technology</i></p> <p><i>Leadership</i></p>	<p>November 2020- May 2021</p> 	<p>Shelly Gaston, Patty Kiffer, teachers</p>

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<p><b>Collaborative Inquiry Cycles</b></p>	<p>Analyze self-reflection</p>	<p>Determine a focus and partner(s)</p>	<p>Engage in study and learning around focus area, implement strategies in teaching practice, analyze impact on student learning, make adjustments, continue the cycle</p> <p>Check-ins each month on progress, provide further support, share learning with other staff (stories, impact, ideas)</p>						

## Targeted Professional Development

Activity	Timeline	Responsibility
<p><b>Targeted Professional Development</b> to support teacher capacity to provide rigorous, high-quality remote/hybrid education both synchronously and asynchronously.</p> <p>-Leveraging <u>small group/individual conferring</u> for maximum student growth</p> <p>-Engaging and empowering students through <u>assessment for learning, goal setting, and feedback</u></p> <p>-Informing teacher and student the next steps through <u>formative and summative assessments</u></p>	<p>December 2020- May 2021</p> <p>Staff Meetings</p> <p>ILT meetings</p> <p>Collaborative Fridays</p> <p>Small teams/grade levels</p> <p>Individual coaching opportunities included in inquiry cycles</p>	<p>Shelly Gaston, Patty Kiffer, ILT members, teachers</p>

## Measures and Monitoring

Measure	Timeline	Responsibility
Teacher check-ins with families	On-going, as needed	Classroom teachers
District Math Unit Core Assessments/ teacher formative assessments	on-going, end of each math unit	Classroom teachers
District Writing Assessments/ conferring observations	on-going, end of each writing unit	Classroom teachers
Reading Scores Running Records and report cards marks for reading levels all students reviewed for rank order  District 3-5 Reading Assessments Conferring observations  RAP only - monitoring assessments	Oct 2020 Jan 2020 June 2021	Classroom teachers  Natalie Stumpgees
Math Scores Math unit assessments and report card scores for all students reviewed for rank order  MAP only - monitoring assessments Math running records	Oct 2020 Jan 2020 June 2021	Tiffaney Martin
PST team support for teachers	on-going, each Friday	PST members, classroom teachers

## Interventions Supporting our Struggling Students

### RAP - Reading Assistance Program

		Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
Sept-Jan	# students served	5	20	15	7	2	5
	% of all Level 1	5/5 100%	20/24 84%	15/19 79%	7/7 100%	2/3 67%	1/1 100%
	% of all Level 2	0/2 0%	0/2 0%	0/9 0%	0/6 0%	0/9 0%	4/6 67%
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
- Four 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 27 Total	# students served	0	3	8	3	6	7
	% of all Level 1	N/A	1/1 100%	5/6 83%	1/2 50%	6/8 75%	7/9 78%
	% of all Level 2	N/A	2/3 67%	3/6 50%	2/10 20%	0/10 0%	0/9 0%
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 Glacier Park
- Lesson schedules accommodate student's academic and family schedules
- MAP instruction is data-driven and focus 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 and growing as math learners in the 1:1 setting