



# Coronavirus Pandemic Site Plan 2020-2021

## Annual Working Site Plan

**School:** Tahoma Elementary

**Area of Focus:**

- Climate and Culture: Valuing and cultivating relationships to better meet our priority goal
- Continuous Learning: Accelerate the academic and social emotional growth of students we serve through innovation and collaboration as we listen for every student's song

**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):**

<input checked="" type="checkbox"/> Clear and Shared Focus	<input checked="" type="checkbox"/> Frequent Monitoring of Teaching and Learning Focused Professional Development
<input checked="" type="checkbox"/> High Standards and Expectations	<input checked="" type="checkbox"/> Supportive Learning Environment
<input checked="" type="checkbox"/> Effective School Leadership	<input checked="" type="checkbox"/> High Level of Community and Parent Involvement
<input checked="" type="checkbox"/> High Levels of Collaboration and Communication	
<input checked="" type="checkbox"/> Curriculum, Instruction and Assessment Aligned with Standards	

**Site Plan Review by Building Leadership Team:**

November 18, 2020

**Site Plan Review by TES staff:**

November 25, 2020 & December 4, 2020

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

November 19, 2020 & November 30, 2020

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

December 28, 2020 & Ongoing

**Site Plan Presentation to Board:**

January 5, 2021

## Table of Contents

<b>Establishing Positive School Climate and Culture</b>	<b>3</b>
[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]	3
Student Climate / Culture	4
Data Collected and Reviewed	4
Goal	5
Work Plan	5
Measures and Monitoring	6
Staff Climate / Culture	7
Data Collected and Reviewed	7
Goal	8
Work Plan	8
Measures and Monitoring	9
Parent/Family Climate / Culture	10
Data Collected and Reviewed	10
Goal	10
Work Plan	11
Measures and Monitoring	11
<b>Student Growth and Achievement</b>	<b>12</b>
[Supports Board Goal: Accountability for increasing student growth and achievement, including the state achievement index and district report card]	12
Data Reviewed	12
Goal	12
Work Plan	12
Measures and Monitoring	14
Interventions Supporting our Struggling Students	16

## **Summary Statement**

Site plans are, for years, a changing and sometimes frustrating process to build and monitor so that they have an impact on changing students' lives. At TES we are proud to share that we absolutely have a plan, built on our shared expertise, shared commitment, and our deep knowledge of the students we are entrusted to serve. We have structures in place that guarantee that knowing our students is a priority and that in knowing them we will be able to best alter our practices to ensure they get what they deserve. Some of these structures are noted in the following site plan, and details are available at any moment for each of you. Our commitment to our goals shines strong, as evidenced by a recent staff survey where an astounding 100% of staff were able to communicate our priority goal and the promises they are dedicated to keeping to ensure the goals are achieved. Our parent community is just as enthusiastic in their recent survey where they gave an astounding over 95% highest approval rating of our school's work. At our core, we believe with an intentional focus on a goal, and a shared commitment to reaching it, we will serve each individual student in our care in exceptional ways.

## 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 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 a student's, parents, and staff 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.

# FOUNDATIONAL PROMISES

## TAHOMA SCHOOL DISTRICT

### Our Mission

Together, provide the tools and experiences every student needs to create an individual, viable and valued path to lifelong personal success.

### Our Vision

Quality learning every day, in every classroom, for every child.

### TAHOMA ELEMENTARY

#### We Believe...

We share responsibility with families to ensure academic and social/emotional growth for all students.

That creating a socially, emotionally and intellectually safe learning environment is critical to ensure personal success for all.

#### So We Promise...

- To be open minded and innovative.
- To foster our unity by continually collaborating with and trusting in our colleagues, parents, students and community.
- To support a positive learning environment where we celebrate each other's successes.
- To communicate clearly and frequently.
- To thoughtfully plan applicable and rigorous lessons to feed our student's growth.
- To believe in our students and their abilities to meet the highest academic and social expectations.
- To understand that our work is an ongoing journey.
- To embrace a spirit of kindness, respect and trust.
- To find JOY every day.

**TAHOMA**  
Future Ready Students

CUB CODE : SHOW RESPECT · MAKE GOOD DECISIONS · SOLVE PROBLEMS · BE SAFE

## 2020-2021 PRIORITY GOALS

We WILL accelerate the academic & social/emotional growth of the students we serve by:



# FOUNDATIONAL BELIEFS AND PROMISES



**Valuing and Cultivating Relationships**

**INNOVATING + COLLABORATING**  
Agents of Change      Staff & Parent Partnerships

**Monitoring & Measuring Success**

- ✓ Academic
- ✓ Social Emotional
- ✓ Future Ready

Listening for every student's song

Finding every Janis moment

24425 SE 216th St., Maple Valley, WA 98038  
425-413-3600

@tahomaleadlearner

[TES Promises](#)

## Student Climate / Culture









### Data Collected and Reviewed

#### Review Summary

Attendance at TES shows 96% of students showing up for classes, participating in asynchronous work, or submitting assignments to their teachers. This data highlights the high level of student and community engagement. While this data is very positive it does illustrate the entire story of student climate and culture.

The table below shares some of the tools and strategies we value and find positively impact student culture. The second table of specialist stickers tracking is one of several new pathways we are developing and implementing in remote learning to positively address this important area of our school community.

<b>TES PBIS Recognition Chart</b>	<b>What is it for?</b>	<b>Who Awards It?</b>	<b>What is the Teacher Responsibility?</b>
<b>Cub Paw</b>	<i>Individual Student Recognition for following the CUB CODE.</i>	All Staff Members	Award as many as you see fit to help create, maintain, and manage a positive classroom climate in all areas of the school. For use in home classroom incentive program designed/implemented by individual teacher.
<b>Cub Compliment</b>	<i>Individual Student Recognition for doing something above and beyond, warranting a positive phone call home from the dean. A step up from the Cub Paw.</i>	All Staff Members	Award as you see fit. Submit to Dean for phone call home and student recognition.
<b>Sportsmanship Awards</b>	<i>Individual Student Recognition for students who are showing consistent and exceptional sportsmanship during recess.</i>	Recess Teachers	Send to office in attendance folder or place in folder outside of Dean's office
<b><u>WatchDog Paw</u></b>	<i>Individual Student Recognition for students who are following CUB CODE, recognized by a <u>WatchDog</u>.</i>	<u>WatchDog</u> Volunteers	Send to office in attendance folder or place in folder outside of Dean's office
<b>Student of the Month</b>	<i>Individual Student Recognition awarded to a student each month based on demonstration of the Future Ready Focus of the month.</i>	All Teachers	Respond to the email at the end of each month with the name a student that has successfully demonstrated the focused Future Ready Skill.
<b>Cub Code Awards</b>	<i>Classroom Group Recognition for following the CUB CODE.</i>	All Staff Members	Award to other classes you see demonstrating the CUB CODE as a class group. (Feel free to ask a colleague to write an award for your class or notice something specific!)
<b>Golden Fry Award</b>	<i>Individual Student Recognition for following lunchroom expectations.</i>	Lunchroom Staff	Awards are given during lunch. Students will place in envelope in their classroom. Envelopes will be picked up once a month and awards counted. The class from each grade level with the most awards at the end of each month will receive an extra recess. The individual student with the most awards from each class at the end of the month will get to dine at the Golden Tables.
<b>Bus Buck</b>	<i>Individual Student Recognition for following the CUB CODE on the bus.</i>	Bus Drivers	Send to office in attendance folder or place in folder outside of Dean's office
<b>Icing On the Cake Award</b>	<i>Individual Student Recognition for students who received all 4's on their report card for the term.</i>	Principal	Communicate to principal any student receiving all 4's on their report card at the end of each term.
<b>Paw Stamp</b>	<i>Individual Student Recognition for following the CUB CODE.(Specifically related to the playground goal)</i>	Recess Teachers	Acknowledge, reinforce...no in classroom follow up is required. You may consider giving a Cub Paw, <u>DoJo</u> Point, but is not required.
<b>Staff Shout Out</b>	<i>Staff to staff recognition of bringing our Foundational Promises to life</i>	Any Staff Member	Recognize the great work of a colleague! Available outside Nicole's office, turn in to folder in same location.

Specialists Stickers	Sept - Dec.	Jan. - Feb.	Mar. - Apr.	May - June
	268			
	208			
	175			
	250			
   	106			

## Goal

Our annual priority goal is being met, as you can see from the graphic on page 2, by surrounding our work with “finding every Janis moment” and “listening to every student’s song.” This work is essential to consider every student as a unique individual and to know we are supporting them to best grow academically and socially/emotionally.

## Work Plan

Activity	Timeline	Responsibility
<b>Student Recognition</b> <ul style="list-style-type: none"> <li>Identify unique student needs</li> <li>Create action plans to address unique student needs.</li> <li>Student recognition (those we have always done and new ones applicable to remote learning)</li> </ul>	Month by month Sept-June	-All staff -Administration -Dean -School Counselor -Instructional Coach

<b>Intentional Relationship Building</b> <ul style="list-style-type: none"> <li>• Student interviews</li> <li>• Parent Interviews</li> <li>• Parent Surveys</li> <li>• Lunch Bunch/Social Group</li> <li>• 7 hour Equity PD</li> <li>• 7 hour SEL PD</li> </ul> <b>Special Events</b> <ul style="list-style-type: none"> <li>• Special events, many in partnership with PTO, student leadership team, and community partners</li> <li>• All School Assemblies</li> <li>• Parent Appreciation Night</li> <li>• Live Informational Meetings</li> </ul>		
---	--	--

### Measures and Monitoring

Measure	Timeline	Responsibility
-PST Notes	-Weekly	-School Counselor
-Attendance Data	-Daily	-Administration -School Counselor -Office Staff
-ILT Meeting Notes	-Tri-monthly	-Leadership Team
-Priority Goal Collaboration Meeting	-Weekly	-All school Staff (Teams created in service of student needs.
-Student & parent interviews	-Monthly	Principal and team

## Staff Climate / Culture

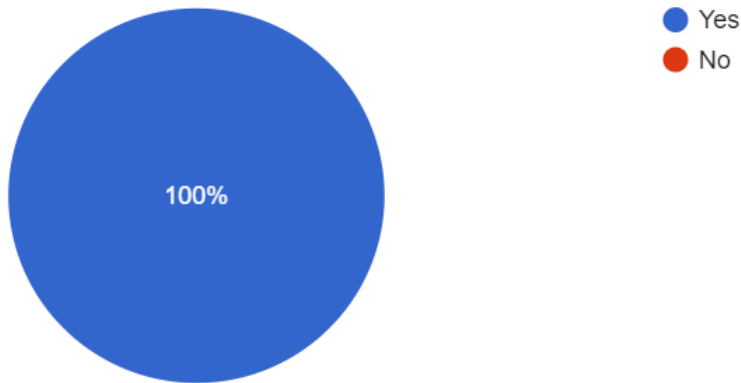
### Data Collected and Reviewed

District Surveys

TES Site Specific Surveys

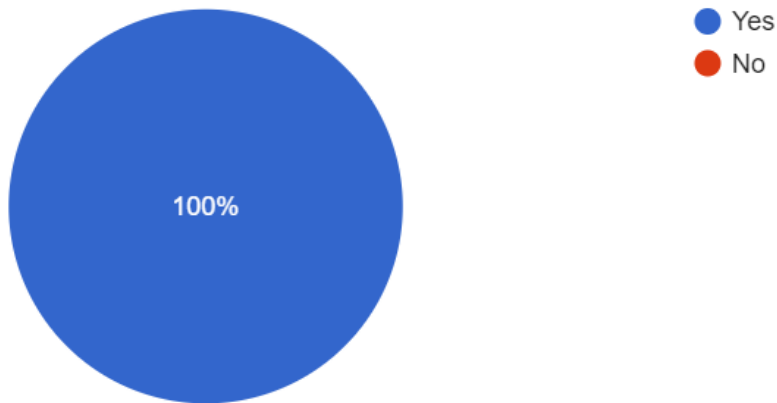
My administrator's actions are supportive of and focused on our priority goals

59 responses



I am confident in knowing what our school's priority goals and promises are.

58 responses





## Goal

Our annual priority goal is being met, as you can see from the graphic on page 2, by surrounding our work with “finding every Janis moment” and “listening to every student’s song.” This work is essential to consider every student as a unique individual and to know we are supporting them to best grow academically and socially/emotionally. This can only happen in a system where the staff is supported to be at their best.

## Work Plan

Activity	Timeline	Responsibility
<b>Teacher/Staff Input Structures</b> <ul style="list-style-type: none"> <li>• ILT</li> <li>• PBIS</li> <li>• PST</li> <li>• TES Covid Team</li> <li>• TES Office Team</li> </ul>	-Monthly    -Weekly	-All Staff  -Specific Teams identified  -Administration  -Partnerships with CSC staff
<b>Staff Wellness</b> <ul style="list-style-type: none"> <li>• Social and emotional connection opportunities. (Staff Lunches, Staff Shout Outs)</li> <li>• Staff wellness activities</li> <li>• Foster Unity by continuing to collaborate with colleagues</li> <li>• Staff Collaboration</li> <li>• Build Collective belief in Shared Leadership</li> <li>• Continue Growth and Capacity for leadership among staff</li> </ul>	-Bi-Weekly   -Monthly   -Bi-Monthly   -Weekly	
<b>PD Opportunities</b> <ul style="list-style-type: none"> <li>• 7 Hour Equity PD</li> <li>• 7 Hour SEL PD</li> <li>• Instructional Practice (Bite Sized PD)</li> </ul>		

## Measures and Monitoring

Measure	Timeline	Responsibility
-ILT Structured Feedback	-Tri-Monthly	-Administration
-Listening Leadership Team Mtg.	-Bi-Monthly	-Admin and Staff
-Teacher Interviews	-Weekly	-Admin -Dean -Counselor -Instructional Coach
-Staff Surveys	-Quarterly	-Instructional Coach
-Intentionally scheduled partnership building with all staff	-at least monthly	-Principal

## Parent/Family Climate / Culture

### Data Collected and Reviewed

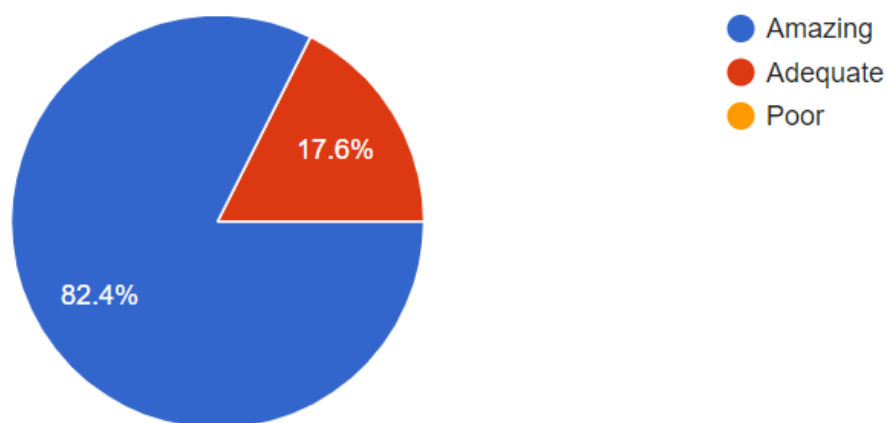
#### Review Summary

Staff and Parent Partnerships is at the core of the foundational beliefs of Tahoma Elementary and help guide our work. We believe that working with families is essential to helping all students achieve high levels of academic and social emotional growth.

The data below comes directly from our parent community in a most recent survey.

I'd rate the communication, responsiveness and service of Tahoma Elementary as:

74 responses



### Goal

Our annual priority goal is being met, as you can see from the graphic on page 2, by surrounding our work with “finding every Janis moment” and “listening to every student’s song.” This work is essential to consider every student as a unique individual and to know we are supporting them to best grow academically and socially/emotionally. This only occurs when there is a deep, authentic, shared partnership with each family.

## Work Plan

Activity	Timeline	Responsibility
<p><b>Intentional Relationship Building</b></p> <ul style="list-style-type: none"> <li>Identify Family Concerns</li> <li>Create action plans to address unique Family needs. (Phone calls, In-person connection meetings)</li> <li>School Engagement Teams</li> <li>Phone calls</li> </ul> <p><b>Intentional Community Building</b></p> <ul style="list-style-type: none"> <li>Community Partnerships (Camp Wild, New Community Church).</li> <li>Parent Surveys</li> <li>Supply Pick Up Surveys</li> </ul> <p><b>Special Events</b></p> <ul style="list-style-type: none"> <li>Social and Emotional Connection Opportunities. (Parent Appreciate Nights, Informational live meetings).</li> </ul>	Sept- June On- Going	<p><u>Every</u> member of our staff through both initiative and goal setting.</p> <p>Administration</p> <p>-PBIS TEAM and Student Leadership team</p>

## Measures and Monitoring

Measure	Timeline	Responsibility
-Parent Surveys	-Ongoing	-provided by our district partners
-Meeting Notes	-Monthly	-in house surveys by administration, classroom-based surveys
-Phone Calls	-Weekly	
-Individual Family follow up meetings	-Monthly	

## Student Growth and Achievement

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

### Data Reviewed

Unit Assessments  
Common Assessments  
Anecdotal Notes  
Teacher created formative assessments in a remote setting

### Goal

Our priority goal, which you know well by now, is to accelerate the academic ....growth of the students we serve. This takes place with the addition of grade-level growth goals that feed into this school-wide focus.

### Work Plan

Activity	Timeline	Responsibility
<b>Providing effective, meaningful feedback to students</b> <ul style="list-style-type: none"><li>• Using learning platforms to leverage feedback</li><li>• Increasing Student Engagement and Student Talk through use of intentional strategies</li><li>• One-on-one and small groups</li><li>• Feedback on student work</li><li>• Focused PD around specific feedback</li><li>• Emphasizing Powerful Practice from staff</li><li>• Coach support, inquiry cycles</li></ul>	Jan/Feb/Mar  2 One Hour PD Collaborative Time 1/Mo Grade Level Team meeting 1/Mo	Jerry, Ian, TES ILT
<b>Use of Formative and summative assessment to inform data tracking</b>	April/May  1 One hour PD	Jerry, Ian, TES ILT

<ul style="list-style-type: none"> <li>• Identify pre/posts assessments to target student growth</li> <li>• Qualify students for support</li> <li>• Use data to make instructional decisions and plan next lessons</li> <li>• Anecdotal notes</li> <li>• PD focused on F/S practices</li> <li>• Emphasizing Powerful practice from staff</li> <li>• Coach support, inquiry cycles</li> </ul>	<p>Collaborative time 1/Mo Grade Level Team Meeting 1/Mo</p>	
--	--	--

**PD SUMMARY** (We believe in embracing being on a growth journey as noted in our promises.)

<b>When?</b>	<b>Instructional Practice</b>	<b># participants</b>
<b>September</b>	Tech Platforms/Start with the Heart Cross Grade Level Collaboration by Content K-2 and Hybrid return to school Models	All K-5 teachers
<b>October</b>	K-2 and Hybrid return to school Models	All K-5 teachers, by grade level band
<b>November</b>	Powerful Practices in a Remote Classroom  Equity PD Part 1  Inquiry Cycle #1	
<b>December</b>	Powerful Practices in a Remote Classroom  SEL Book Study Launch	
<b>January</b>	Powerful Practices in a remote classroom Reflection  Equity PD Part 2  SEL PD Part 1	<b>All K-5 Teachers</b>
<b>February</b>	Bite-Sized PD - Providing effective meaningful to students in a <u>Remote Classroom</u> .  SEL Training Part 2  Power Practices in a Remote Classroom Reflection	<b>Invitational</b>  <b>All K - 5 Teachers</b>
<b>March</b>	Bite-Sized PD - Use of formative and summative assessments to inform data tracking and next steps.	<b>Invitational</b>
<b>April</b>		
<b>May</b>		

**Measures and Monitoring**

<b>Measure</b>	<b>Timeline</b>	<b>Responsibility</b>
Student growth goal data by content and grade level	December 2020-May 2021	Individual teachers and teams Jerry, Ian, TES ILT
PD Participation	September - June	Administration and Instructional Coach
Reading Scores Running Records and report cards	Oct 2020	Deanna Sund

marks for reading levels all students reviewed for rank order  RAP only - monitoring assessments	Jan 2020 June 2021	
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



## 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	4	25	14	9	3	3
56 Total Students	% of all Level 1	2/2 Students 100%	25/25 Students 100%	13/13 students 100%	6/6 Students 100%	0/0 Students 0%	3/3 Students 100%
	% of all Level 2	2/4 Students 50%	0/0 Students 0%	1/ 2 Students 50%	3/ 5 Students 60%	3/12 Students 25%	0 Students 0%
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
- Six 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 intervention by some students has been removed
- 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	5	2	6	2	12
	% of all Level 1	N/A	2/2 100%	0/0 100%	3/3 100%	2/4 50%	10/13 77%
	% of all Level 2	N/A	3/4 75%	2/3 67%	3/6 50%	0/9 0%	2/25 .08%
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 Tahoma Elementary
- Lesson schedules accommodate student's academic and family schedules
- MAP instruction is data-driven and focuses 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