PLAN | DO | STUDY | ADJUST

Plan: Begin with the "Plan Step" to identify the purpose, desired outcomes, and success criteria of the <u>Schoolwide</u> program;

Do: Then move onto the "Do Step" by identifying how the plan will be implemented and how data regarding the plan will be collected over the course of the year;

Study: Next, use the "Study Step" to outline how the <u>S</u>choolwide program will be studied for strengths and challenges using the data collected and other feedback, and;

Adjust: Describe how this information will then be acted upon in the "Adjust Step" to ensure the <u>Schoolwide</u> program sees continual improvement in the future;

Plan: Identify purpose, desired outcomes, and success criteria.

- Identify purpose, desired outcomes and success criteria.
- What our data shows and the objectives developed to respond.
- Engage key stakeholders in the planning process. *(e.g. teachers who lead instructional teams, special education teachers, English language development teachers, key professional staff, parents representing diversity of student body, principal, administrator from "feeder pattern" school, district administrator)*
- Collect and review academic and non-academic data (e.g. achievement data, demographic data, perceptual data, contextual data). Collect and review best practices. *Refer to the [OSPI Menus of Best Practices and Strategies](#)*
- Analyze and evaluate: core instruction, tiered support model, data-based decision making, school climate and systems support, implementation of best practices.

Increase the percentage of students meeting and exceeding standards increase the percentage of students meeting standards on the Smarter Balanced Assessment.

Do: Implement intended outcomes

- Identify how the plan will be implemented and how the data regarding the plan will be collected over the course of the year.
- Implement, intended outcomes. Training, data collection, feedback process.
- Develop the plan with goals and objectives in S.M.A.R.T. *(Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)* Goal format to articulate both the evidence supporting the strategy and measurable outcomes for students and educators. Provide professional development training if needed.
- Document process—highlight strengths and challenges.
- Continue to collect data.
- Observe and seek feedback on the process.
- Design a Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based practices and integrates for powerful teaching.

- Develop and utilize programs to recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building, and to increase building-wide awareness and expertise in dealing with the social and emotional needs throughout the school year.
- Build capacity of teachers, leaders, and school staff to utilize the PLC framework to determine what student needs to know, how they will know if they learned it. How to respond if they did not learn, and how they will respond if students already know it.
- Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
- Utilize classroom based and district progress monitoring through formative, interim, and summative assessments to inform and adjust instruction in real-time.

Study: Reflect on implementation of intended plan and student outcomes

- Reflection on strengths, challenges and modification.
- What are the strengths and challenges of the current school program?
- Was the plan implemented as intended? What modifications did you make to the plan along the way?
- Does the evidence gather support staff assumptions about strengths and needs?
- Are there information gaps? What more do we need?
- What priorities does the information suggest?
- Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
- How are we implementing best practices and strategies?
- What are our professional development needs?
- What are the ways in which we collaborate and/or braid programs together to upgrade the entire building?
- What is our commitment to continuous improvement?
- What are we going to evaluate?
- What are the best practice and how are we going to evaluate our practices?

Adjust: Identify action steps to make targeted adjustments to the original plan

- What adjustments/modifications should be made to improve effectiveness?
- What adjustments/modifications should be made?
- How can we improve the effectiveness of our program?
- Describe how information studied and information gathered regarding each component will be used to improve and revise the schoolwide plan.
- Review and revise on an ongoing basis.

Component One – The Needs Assessment

The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students' demographics, levels of achievement (academic and language proficiency), parent family engagement, atmosphere, and staffing.

A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs. A needs assessments must include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their Title I, Part A program.

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

Guiding Questions

- How does your needs assessment integrate current school year quantitative and qualitative data?
- How does your needs assessment give an accurate and thorough view of the entire school?
- What subjects, grade levels, and programs are the strongest and weakest?
- How does the school focus on language acquisition, meaningful access to core content, and academic achievement for English learners?
- Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
- To what extent are discipline issues impacting students?
- What is the level of family and the community support at the school? Do the school's family outreach efforts effectively engage families reflective of the school's demographics?
- What does the data say about the success of students transitioning into and out of your school? Examples: Elementary schools should look at WAKids, middle schools at 6th grade attendance and behavior data, high schools at 9th grade course completion.
- How have you identified any areas of concern from the following within your needs assessment:
  - Parent and Family Engagement
  - Homeless and Foster Care Needs
  - Transitions Between Grades and/or Schools/Ninth-Grade Transition
  - Technology
  - Professional Development
  - Schoolwide Tiered Models of Instruction
  - Behavior and Discipline-Restorative Justice
  - School Culture and Climate
  - Attendance patterns and mobility
  - Chronic Absenteeism
  - Well Rounded Education
  - Secondary Education Program Needs
  - Dual Credit
  - College Career and Readiness
  - English Language Acquisition
  - Effective Staffing Model (teacher, student ratio, qualified staff)
  - Effective Instructional Leadership for All Student Groups
  - Interrupted Formal Education

Component Two – Schoolwide Reform Strategies

A Title I, Part A Schoolwide program need to have a schoolwide building focus. ESSA's new focus is on a well-rounded education. Schoolwide programs should focus on supporting all students within the school. How the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). Schoolwide reform strategies and best practices that the building intends to use will strengthen the academic program in the entire school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. Instructional strategies and initiatives in the comprehensive plan must be based on scientifically-based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

There are several ways to focus on schoolwide reform strategies:

- Create a data collection and reporting system to increase the effective use of data to drive instructional decisions at the district, classroom, school, and student level.
- Establish a Co-Teaching/inclusion model that will provide full and meaningful access to high-quality core-instruction within the general education classroom to support students with special need, English-language learners, and advanced student performers.
- Build capacity of teachers, leaders, and school staff to utilize the PLC framework to determine what student need to know, how they will know if they learned it, how to respond if they did not learn, and how they will respond if students already know it.
- Develop – Utilize programs to help to recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building, and to increase building-wide awareness and expertise in dealing with the social and emotional needs throughout the school year.
- Utilize classroom-based and district progress monitoring through formative, interim, and summative assessments to inform and adjust instruction in real-time.
- A Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based practices and integrates for powerful teaching.
- Consider a well-rounded education ESSA Section: 8102 (52). What about literacy, science, government, engineering, the arts, foreign (or native/heritage) language and mathematics?

Outline the strategies that you will use to improve academics for all students, including strategies that are effective for specific groups of students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses? Be specific. Include the ways in which the school plans to include how it will reach each level of reform. Outline staffing plans and who will be hired, professional development strategies, and intended outcomes. You should use methods and strategies that will strengthen student outcomes for all students.

The plan must show how you will increase the amount and quality of learning. This includes detailing specific programs and activities.

- [ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

Guiding Questions:

Describe how your building schoolwide strategies will:

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- Increase the percentage of students meeting and exceeding standards.
- Develop measurable SMART-goals/benchmarks established to address student need.
- Consider a well-rounded education ESSA Section: 8102 (52). What about literacy, science, government, engineering, the arts, and mathematics?
- Improve transitions between grades and/or schools?
- Enrich and accelerate curriculum?
- Provide opportunities for students both ahead of and behind grade level?
- Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals?
- Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?
- If your school is identified for school improvement as a comprehensive or targeted school in 2018-19, align to the OSPI Menus of Best Practices in Reading, Mathematics, and/or Behavior?

Component Three – Activities to Ensure Mastery

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not met standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track.

Schools must provide activities to ensure mastery, to meet the academic and non-academic needs of all students. The schoolwide plan upgrades the entire school's program. At the same time, it must address how students who have not met standard in certain skills will receive effective and timely assistance to ensure mastery. Each student is different, and some students may need more help to get back on track. The Schoolwide MTSS-Tiered support system are based upon academic and non-academic activities of mastery for students who may fall behind on key skills or are in danger of dropping out. This system provides schools significant flexibility in improving student achievement with activities, based upon multi-tiered system, which incorporates a wide range of activities and strategies to accelerated and enrich support a well-rounded include program including:

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016](#)

Guiding Questions:

Describe how your plan identifies the following activities for mastery:

- How does the plan support activities for our most at-risk students in the school?
- Identifying your building provide a Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based on practices and integrates for powerful teaching.
- Describe how your programs will recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building.
- What activities increase building-wide awareness and expertise in dealing with the social and emotional needs?
- What activities or best practices have you identified in your plan that will support and assist our at-risk students remain to get back on track?
- What opportunities will our school provide to help students in danger of dropping out or falling behind on mastery of a key skill?
- Does the plan ensure the school meets students' academic and non-academic needs?
- What activities are provided to accelerate for special populations needs such as EL and SWD students?
- Does the plan incorporate a wide range of activities, such as:
    - Counseling and mental health support
    - College and career readiness
    - Tiered behavioral support
    - AP & International Baccalaureate courses
    - Preschool transition support
    - Professional development for staff
    - Intensive accelerated academic rigor for students
    - Activities to support school to home
    - Technology support activities
    - Paraeducator intervention support
    - Flexible grouping for student needs
    - Transition activities

Updated throughout 2022-23 school year. Last updated: 4-21-23

- o Intensive academic support to students targeted to meet individual student needs
- o Coordinated and integrated support across programs that maximize students' access to core instruction
- o Academic language development across content areas
- o Systemic support for bilingualism and bi-literacy
- o Effective outreach to linguistically and culturally diverse families

Component Four – Coordination and Integration

A school operating a Title I, Part A schoolwide program has the flexibility to consolidating funds from Title I, Part A with other federal funds a well as with state, local, and other federal programs that they will combine under the plan. If school is identified for comprehensive or targeted support, the intent must align to the school improvement efforts.

Consolidating funds in a schoolwide program means that a school treats the funds it is consolidating as if they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identities and the school has one flexible pool of funds. The school may use this pool of funds to support any activity of the schoolwide program. By consolidating funds in a schoolwide program, a school may more effectively design and implement a comprehensive plan to upgrade the entire educational program in the school.

<u>Braiding or Consolidating the Use of Funds</u>

Braiding or consolidating funds is a way for LEAs and schools to use multiple federal and state grants to support various parts of an initiative while maintaining the award-specific identity of the funds and meeting the purpose of each specific grant program.

Federal law authorizes LEAs to coordinate spending from different grant programs, provided the activities are permitted under the grant program and the LEA or school maintains documentation on how federal funds are spent. State identified programs may be used in partnership with certain federal programs and some are specific to a certain population of students.

Some state program funds that are intended to support "like" federal programs, may be braided (e.g., the state Learning Assistance Program (LAP) may be used for the same intent and purposes of Title I, Part A and the state Transitional Bilingual Instruction Program (TBIP) is aligned with the same intent and purpose as Title III, Part A.)

Using multiple funding sources in braided manner to support specific educational initiatives can help to ensure consistency and eliminate duplication of services.

Please refer to the OSPI Bulletin on combining funds in a schoolwide (coming soon).

- ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.
- Title I Fiscal Issues, pp. 49-63 (Feb. 2008)
- 2004 Notice on Schoolwide Consolidation of Funds.
- Title l, Part A Template – Combining Funds
- Fall 2018: Unlocking Federal and State Program Funds to Support Student Success

Guiding Questions:

- How will the school leverage allowable combined funds to improve the schoolwide plan?
- How will it make the most of available staff at the school and district to maximize the positive impact of the plan?
- How does the plan combine funds to connect the reform strategies developed?
- Does the plan outline how the school will combine funds, and how the school will meet the intents and purposes of each program?

Updated throughout 2022-23 school year. Last updated: 4-21-23

- Does the plan outline how funds from Title I, Part A and other federal education programs will be used to help the school meet the statutory requirements of the programs?
- Does the plan include the total amount of funds for each program?
- How are schoolwide funds being leveraged to support school improvement efforts?
- Describe how using multiple funding sources in a braided manner to support specific educational initiatives can help to increase the percentage of students in meeting or exceeding standards on the state assessment.

Title I, Part A Schoolwide Arcadia Elementary	
Building Data	
Building: Arcadia Elementary	**F/R Percentage:** 50.73%
Principal: Lori Burke	**Grade Span:** 3–5
District: Deer Park School District	**Building Enrollment:** 448
Plan Date: 9/19/2022	**Board Approval Date:** Pending

School Leadership Team Members Parent-Community Partners		
Name	**Role**	**Email**
Lori Burke	Principal	lori.burke@dpsdmail.org
Steve Hitchcock	Asst Principal, Title Director	steve.hitchcock@dpsdmail.org

Vision Statement
Ensuring the future by inspiring excellence.

ESSA Supports: WA Framework Identification

☐ **Foundational:**

Click or tap here to enter text.

☐ **Tier I: Targeted Supports: Targeted with 1-2 Student Groups:**

Click or tap here to enter text.

☐ **Tier II: Targeted 3+Targeted EL Progress:**

Click or tap here to enter text.

☐ **Tier III Support: Comprehensive and Comprehensive Low Graduation Rate (below 67%):**

Click or tap here to enter text.

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Title I, Part A : Schoolwide Program Model
Four Required Components:
☐ 1. Comprehensive Needs Assessment
☐ 2. Schoolwide Reform Strategies
☐ 3. Activities for Mastery
☐ 4. Coordination and Integration

Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

☐ Based on a Needs Assessment
☐ Data driven
☐ Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
☐ Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure **all** of the following elements are included:

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

COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	**Purpose, Outcomes, Success Criteria**: After reviewing data as a leadership team from iReady, attendance, SWIS, SBA Assessments, demographics, as well as factoring in attendance, family engagement practices, and instructional and family engagement challenges from 1.5 years of CoVid restrictions, it is clear that our target needs to be at least one years gain for every student in the areas of English Language Arts and Mathematics, as well as work in fine arts education, as well as science, and to do our best to control what we can control and not worry about what we cannot control. We will also look to work within the school improvement plan, including furthering our work on our MTSS model to support being a trauma-invested school to support the whole child, especially with rural poverty being prevalent in our district exacerbated by the CoVid-19 virus and restrictions/guidelines.
Do	Through our needs assessment, we will put an emphasis on interventions within classrooms, Title programs and using ESSR funds to bolster intervention (we hired one more teacher with that money) to support more than a year's worth of growth for those students currently below grade level. Looking at iReady screener scores across the school, we have the need for these positions. The District has also committed to hiring a MTSS K-5 coordinator to strive for better systems alignment through K-5 and to monitor data for confirmation of success or needed improvements. We will continue using STAMS, WonderWorks, and Phonics for Reading for our standards-based intervention curriculum for our interventionists. We will also adjust the schedule to create intervention times within each classroom that align with Title and ESSR funded interventionist times so that all students are receiving needed interventions regardless of location at the same time as their classroom peers. We will consider how to bolster our fine arts education regarding what students missed too. We will use a specialist period for a STEAM class once a week in addition to our normal science curriculum to bolster our science program (and thus 5th grade science WCAS scores). Using these interventionists, we will have our Title program intervention teachers, serving from the bottom up, then use the intervention teachers in a pull-out model to support the next layer of students needing support, and finally have in-class interventions for all other students. Further, we will also continue working with the District regarding district-wide goals, including evaluation of our math curriculum (including intervention)and using teacher feedback to enhance PD opportunities.

Study	The Title Team, MTSS Coordinator, and building leadership will monitor multiple facets, including but not limited to: - iReady screeners given 3 times a year to students - STAMS, WonderWorks, and Phonics for Reading progress monitoring - attendance - SWIS data - feedback from teachers and the assistant superintendent on K-5 alignment - common in-class summative assessments with communication through our grade-level PLCs - SBA scores
Adjust	Adjustments will be made as needed throughout the year based on data review and systems observations, especially to further alignment of K-5 MTSS structures. This includes working with the district math adoption committee and district leadership in evaluated our math core curriculum *and* intervention curriculum. Data review led by our MTSS coordinator and interventionists teams will also guide decision making while working toward our goal of making a year's growth in both ELA and math.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan	The purpose of our strategies will be to support our needs assessment conclusions. In addition to monitoring data and adjusting practice (including curricular, screening and progress monitoring programs) from our enhanced intervention model as described in Component 1, which includes communication with the assistant superintendent in charge of MTSS coordination, interventionists, PLCs, building and district leadership, we will also do the following: Through the use of the current core curriculum that is implemented with fidelity, including changes in the schedule to make sure all students are receiving intervention without missing other pieces of the core curriculum, we believe we will be reaching the entire student population. Use of core curriculum with fidelity, assessment timeline and protocol, and student growth goals that use the MTSS model, as well as those interventions that

	meet the needs of Tier 2 and Tier 3 students align with the <u>OSPI Menu of Best Practices and Strategies.</u>

Our continued classroom breakfast program ensures all students receive breakfast daily and are ready to learn. Our yearly attendance system is working hard to improve attendance in a post-CoVid era. We will continue to make attendance a priority and follow the state guidelines.

Each grade level PLC will create a SMART Goal for their grade level that aligns with the building goals for student growth. Secondly, each classroom teacher participating in a comprehensive evaluation will create student growth goals for both intervention groups of students and their classroom as a whole.

Use of the MTSS will help classroom teachers implement interventions and assessments that will help show student growth toward proficiency of standard.

The School wide Leadership Team chose to allocate Title 1 funds to support a full time certificated intervention teacher to serve our kids.

Parent Involvement: Teachers will meet with parents at least 2 times per year to go over growth goals and assessment data specific to their individual student. We as a building will also offer parent engagement opportunities/activities to support our school-wide goals and build engagement with families. (Also see Arcadia Parent and Family Engagement Plan.)

Use of PBIS (Positive Behavior Intervention Supports) data will help students stay focused and in classrooms so little instructional time is lost. We will continue to develop our work around Trauma Informed Practices that assist staff to better understand how adverse childhood experiences can impact students while they are at school.

We will consult with the music teacher here and at higher grade levels to figure out what students need to be ready for and catch up on regarding music/fine arts education, possibly allowing for before or after school education programs if the budget allows.

We will use our summer school program to help limit "summer slide" and maximize continuity between school years.

Professional development for teachers to support students on items related to the Title 1 plan, including using data, engagement, using diagnostics, and academic and SEL support. |
| Do | Student Progress will be measured following our building assessment plan: |

	Grade Level Testing Tier 1:
	3rd Grade: Fluency Reading or Wonders Fluency - As Needed
	      Eureka Math Mid and End of Module Assessment(Affirm)
	      Wonders End of Unit Assessment Units 1- 6
	      iReady Screening and Diagnostic
	4th Grade: Fluency Reading or Wonders Fluency - As Needed
	      iReady Screening and Diagnostic
	      Eureka Math Mid and End of Module Assessment(Affirm)
	      Wonders End of Unit Assessment – Units 1- 6
	5th Grade: Fluency Reading or Wonders Fluency - As Needed
	      iReady Screening and Diagnostic
	      Eureka Math Mid and End of Module Assessment(Affirm)
	      Wonders End of Unit Assessment- Units 1- 6
	
	Progress Monitoring:
	Progress monitoring will occur with the iReady Growth Monitoring Monthly or Wonders End of Unit Assessment. Curriculum Math Measures will be administered as needed.
	
	For students not making gains, other measures will be used.
	
	We will continue to collaborate with our partnering schools to increase student success district-wide. We will look at our end of the year data (iReady, SBA, performance tasks) to determine new annual goals and to guide the work of our Professional Learning Communities.
	
	As stated before, our interventionists will continue using STAMS, Phonics for Reading, and WonderWorks for progress monitoring and data evaluation, as well as iReady.

Study	As we reflect early in the year on our strategies and stated goals, we have faced the following challenges: - the time it takes to integrate new intervention systems while the school year is in full swing, and the role that CoVid has affected that with student and staff attendance (for completing academic screening, testing, and daily intervention) - sub shortages that have impacted curriculum delivery (for example, having to fill a daily classroom schedule with teachers in building on their prep instead of with one consistent teacher) - schedule and time constraints - K-5 curriculum alignment and evaluating or implementing new pieces or with new staff in the intervention program - an increase of in-class disruptive behavior as seen by our PBIS SWIS data in comparison with previous years

Adjust	We will continue to monitor testing, progress monitoring, and attendance data, as well as rely on anecdotal data from our team to evaluate our progress

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

Plan	The plan supports our most at-risk students by addressing those barriers that may interfere with getting to grade level- intervention for those who are behind, more intervention support with trained teachers, do not have access to support or items at home, evaluation of behavior data that can identify needed support of individual students (such as tier 2 trackers) or the whole school. It also monitors these aspects on a systematic basis through weekly monitoring of data through our Tier 2 behavior team, ETM and SST teams, and grade level PLCs. In addition we also have PBIS and Building Leadership Teams reviewing data monthly. We also will look at the whole child with other SEL supports as detailed in the "do" part of this component.
Do	As previously mentioned/referred to, all students will be assessed initially and those receiving intervention support will be progress monitored using AIMSweb and other measures through the curriculum. Curriculum and assessment used for support will be consistent and taught with fidelity as a supplement to core curriculum. Teaching Practices ELA: - Balanced Literacy Instructional Approaches Gradual Release of Responsibility: Students receive explicit instruction in literacy strategies followed by guided, collaborative, and independent practice with differentiated support. - Mini-lesson: Students are taught a specific strategy to support them in acquiring the necessary skills through explicit, direct instruction that includes teacher modeling and demonstration followed by students' active engagement in applying the strategy. - Conferring: Students receive individualized feedback and instruction in one-on-one or small group conferences with the teacher. Partnerships: Students engage in discourse to support one another, increase understanding, and develop independence. - Teaching Share: Students share examples and reflect on learning for clarification, reinforcement, and closure of the day's work. Teaching Practices Mathematics: - Establish mathematics goals to focus learning. - Implement tasks that promote reasoning and problem solving.

	- Use and connect mathematical representations. - Facilitate meaningful mathematical discourse. - Pose purposeful questions. - Build procedural fluency from conceptual understanding. - Support productive struggle in learning mathematics. - Elicit and use evidence of student thinking. SEL Supports: - Using prior PD on trauma informed practices daily in rooms (ex. calming corners, class meetings, greeting kids at the door everyday, etc) - Our counselor will be in classrooms providing structured and approved SEL lessons. - Through the support of the YFA counselor we will implement support systems for those students struggling. Music: - Formative assessment including embouchure, breathing techniques - Note and pitch recognition - Individual feedback and instruction with teacher - Mini-lesson: Students are taught a specific strategy to support them in acquiring the necessary skills through explicit, direct instruction that includes teacher modeling and demonstration followed by students' active engagement in applying the strategy. - Final Concert Science/STEAM - supplemental curriculum for science specialist- Project Lead the Way and associated supplies
Study	We are confident by using this data and the implementation of interventions for academics as well as behavior, we will continue to see progress toward keeping students in class thus decreasing the gap. Data will be shared monthly with staff and the PBIS Team to begin to analyze for areas of concern and growth.
Adjust	Adjustments to include: - review of PBIS tier 1 expectations (fall boot camp in the winter) - continue reviewing data on an ongoing basis
COMPONENT #4: COORDINATION AND INTEGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	

Plan	Title, LAP, and ESSER dollars along with district basic education money will be utilized to support this Schoolwide Plan. Title and LAP dollars will be used to pay for support personnel, as well as intervention curriculum and professional development. Students will receive support based on assessment data collected, Those students identified will be placed in support programs based on the MTSS model of intervention. Strategies will be reviewed for effectiveness in relationship to our goals throughout the year. Work with assistant superintendent to identify professional development opportunities.
Do	• Improve mathematics programs at the school and district level through mathematics focused instructional leadership skills development. • Provide data coaching by training staff, professional learning communities, grade level teams, and/or individuals on how to use universal screeners, diagnostic assessments, formative assessment processes, and progress monitoring tools. Model, co-assess, and provide feedback as educators assess students and use data for planning instruction. • Support educators (classroom teachers, para-educators, etc.) within our building model. • Provide job-embedded support directly to classroom teachers in both mathematics content and pedagogy. • Utilize professional learning communities to collaborate with mathematics instructional leaders to create an action plan for school improvement. • Mentor and collaborate with all teachers regardless of experience level to support shifts in mathematics instruction and mindset. • Utilize professional learning communities with teachers to review student work, anticipate student misconceptions, and deepen teachers' own mathematical content and knowledge •Improve ELA programs at the school and district level through English/Language Arts focused instruction leadership skills.• Provide data coaching by training staff, professional learning communities, grade level teams, and/or individuals on how to use universal screeners, diagnostic assessments, formative assessment processes, and progress monitoring tools. Model, co-assess, and provide feedback as educators assess students and use data for planning instruction. • Utilize professional learning communities to collaborate with ELA instructional leaders to create an action plan for school improvement. • Mentor and collaborate with all teachers regardless of experience level to support shifts in English/Language Arts instruction and mindset. • Utilize professional learning communities with teachers to review student work, anticipate student misconceptions, and deepen teachers' own English/Language Arts content and knowledge.

	•Improve fine arts education through a review of the curriculum and finding opportunities to increase exposure to the arts. •Improve science education through our science specialist period using engaging curriculum and resources. •Work with assistant superintendent to identify professional development opportunities.
Study	The strengths of this model is that it follows an MTSS support system that is consistent and focused on student growth and learning recovery. It will allow us to leverage highly trained teachers to facilitate small group instruction with research backed curriculum and a school-wide focus on combating the challenges of the CoVid 19 pandemic in alignment with our school and Title 1 goals.
Adjust	This year feels like more familiar territory than the previous two-and-a-half years, but not without challenges from weathering the storm of that time period. The school looks forward to semi-annually reviewing expenditures, systems, and data to evaluate success. This will also help us adjust plans and funding next year as we continue to support Title 1 goals and learning recovery from the CoVid pandemic.

REQUIRED: TITLE I, PART A TEMPLATE – COMBINING/BLENDING FUNDS MATRIX		
Program	**Amount Allowable**	**How the Intents & Purposes of the Program will be Met**
Basic Education	$1,636,982	To provide for basic education program staffing needs in-building
Fed/SpEd	$110,409	Federal special education funding is utilized to support intervention programming aligned to assist students in academic and behavioral areas in a combined MTSS model. This allows for braiding of funding of special education, Title 1, and general education funding.
Title I, Part A	$177,598	To provide staffing for additional instructional assistance to support core instruction for students, especially those at-risk of not meeting state standards and to provide significant opportunity for all students to receive a fair, equitable, and high quality well-rounded education, while closing educational achievement gaps.

PLAN | DO | STUDY | ADJUST

Plan: Begin with the "Plan Step" to identify the purpose, desired outcomes, and success criteria of the Schoolwide program;

Do: Then move onto the "Do Step" by identifying how the plan will be implemented and how data regarding the plan will be collected over the course of the year;

Study: Next, use the "Study Step" to outline how the Schoolwide program will be studied for strengths and challenges using the data collected and other feedback, and;

Adjust: Describe how this information will then be acted upon in the "Adjust Step" to ensure the Schoolwide program sees continual improvement in the future;

Plan: Identify purpose, desired outcomes, and success criteria.

- Identify purpose, desired outcomes and success criteria.
- What our data shows and the objectives developed to respond.
- Engage key stakeholders in the planning process. *(e.g. teachers who lead instructional teams, special education teachers, English language development teachers, key professional staff, parents representing diversity of student body, principal, administrator from "feeder pattern" school, district administrator)*
- Collect and review academic and non-academic data (e.g. achievement data, demographic data, perceptual data, contextual data). Collect and review best practices. *Refer to the OSPI Menus of Best Practices and Strategies*
- Analyze and evaluate: core instruction, tiered support model, data-based decision making, school climate and systems support, implementation of best practices.

Increase the percentage of students meeting and exceeding standards increase the percentage of students meeting standards on the Smarter Balanced Assessment.

Do: Implement intended outcomes

- Identify how the plan will be implemented and how the data regarding the plan will be collected over the course of the year.
- Implement, intended outcomes. Training, data collection, feedback process.
- Develop the plan with goals and objectives in S.M.A.R.T. *(Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)* Goal format to articulate both the evidence supporting the strategy and measurable outcomes for students and educators. Provide professional development training if needed.
- Document process—highlight strengths and challenges.
- Continue to collect data.
- Observe and seek feedback on the process.
- Design a Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based practices and integrates for powerful teaching.

- Develop and utilize programs to recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building, and to increase building-wide awareness and expertise in dealing with the social and emotional needs throughout the school year.
- Build capacity of teachers, leaders, and school staff to utilize the PLC framework to determine what student needs to know, how they will know if they learned it. How to respond if they did not learn, and how they will respond if students already know it.
- Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
- Utilize classroom based and district progress monitoring through formative, interim, and summative assessments to inform and adjust instruction in real-time.

Study: Reflect on implementation of intended plan and student outcomes

- Reflection on strengths, challenges and modification.
- What are the strengths and challenges of the current school program?
- Was the plan implemented as intended? What modifications did you make to the plan along the way?
- Does the evidence gather support staff assumptions about strengths and needs?
- Are there information gaps? What more do we need?
- What priorities does the information suggest?
- Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
- How are we implementing best practices and strategies?
- What are our professional development needs?
- What are the ways in which we collaborate and/or braid programs together to upgrade the entire building?
- What is our commitment to continuous improvement?
- What are we going to evaluate?
- What are the best practice and how are we going to evaluate our practices?

Adjust: Identify action steps to make targeted adjustments to the original plan

- What adjustments/modifications should be made to improve effectiveness?
- What adjustments/modifications should be made?
- How can we improve the effectiveness of our program?
- Describe how information studied and information gathered regarding each component will be used to improve and revise the schoolwide plan.
- Review and revise on an ongoing basis.

Component One – The Needs Assessment

The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students' demographics, levels of achievement (academic and language proficiency), parent family engagement, atmosphere, and staffing.

A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs. A needs assessments must include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their Title I, Part A program.

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

Guiding Questions

- How does your needs assessment integrate current school year quantitative and qualitative data?
- How does your needs assessment give an accurate and thorough view of the entire school?
- What subjects, grade levels, and programs are the strongest and weakest?
- How does the school focus on language acquisition, meaningful access to core content, and academic achievement for English learners?
- Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
- To what extent are discipline issues impacting students?
- What is the level of family and the community support at the school? Do the school's family outreach efforts effectively engage families reflective of the school's demographics?
- What does the data say about the success of students transitioning into and out of your school? Examples: Elementary schools should look at WAKids, middle schools at 6th grade attendance and behavior data, high schools at 9th grade course completion.
- How have you identified any areas of concern from the following within your needs assessment:
  - Parent and Family Engagement
  - Homeless and Foster Care Needs
  - Transitions Between Grades and/or Schools/Ninth-Grade Transition
  - Technology
  - Professional Development
  - Schoolwide Tiered Models of Instruction
  - Behavior and Discipline-Restorative Justice
  - School Culture and Climate
  - Attendance patterns and mobility
  - Chronic Absenteeism
  - Well Rounded Education
  - Secondary Education Program Needs
  - Dual Credit
  - College Career and Readiness
  - English Language Acquisition
  - Effective Staffing Model (teacher, student ratio, qualified staff)
  - Effective Instructional Leadership for All Student Groups
  - Interrupted Formal Education

Component Two – Schoolwide Reform Strategies

A Title I, Part A Schoolwide program need to have a schoolwide building focus. ESSA's new focus is on a well-rounded education. Schoolwide programs should focus on supporting all students within the school. How the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). Schoolwide reform strategies and best practices that the building intends to use will strengthen the academic program in the entire school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. Instructional strategies and initiatives in the comprehensive plan must be based on scientifically-based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

There are several ways to focus on schoolwide reform strategies:

- Create a data collection and reporting system to increase the effective use of data to drive instructional decisions at the district, classroom, school, and student level.
- Establish a Co-Teaching/inclusion model that will provide full and meaningful access to high-quality core-instruction within the general education classroom to support students with special need, English-language learners, and advanced student performers.
- Build capacity of teachers, leaders, and school staff to utilize the PLC framework to determine what student need to know, how they will know if they learned it, how to respond if they did not learn, and how they will respond if students already know it.
- Develop – Utilize programs to help to recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building, and to increase building-wide awareness and expertise in dealing with the social and emotional needs throughout the school year.
- Utilize classroom-based and district progress monitoring through formative, interim, and summative assessments to inform and adjust instruction in real-time.
- A Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based practices and integrates for powerful teaching.
- Consider a well-rounded education ESSA Section: 8102 (52). What about literacy, science, government, engineering, the arts, foreign (or native/heritage) language and mathematics?

Outline the strategies that you will use to improve academics for all students, including strategies that are effective for specific groups of students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses? Be specific. Include the ways in which the school plans to include how it will reach each level of reform. Outline staffing plans and who will be hired, professional development strategies, and intended outcomes. You should use methods and strategies that will strengthen student outcomes for all students.

The plan must show how you will increase the amount and quality of learning. This includes detailing specific programs and activities.

- [ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

Guiding Questions:

Describe how your building school wide strategies will:

Updated 11-16-22

- Increase the percentage of students meeting and exceeding standards.
- Develop measurable SMART-goals/benchmarks established to address student need.
- Consider a well-rounded education ESSA Section: 8102 (52). What about literacy, science, government, engineering, the arts, and mathematics?
- Improve transitions between grades and/or schools?
- Enrich and accelerate curriculum?
- Provide opportunities for students both ahead of and behind grade level?
- Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals?
- Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?
- If your school is identified for school improvement as a comprehensive or targeted school in 2018-19, align to the OSPI Menus of Best Practices in Reading, Mathematics, and/or Behavior?

Component Three – Activities to Ensure Mastery

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not met standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track.

Schools must provide activities to ensure mastery, to meet the academic and non-academic needs of all students. The schoolwide plan upgrades the entire school's program. At the same time, it must address how students who have not met standard in certain skills will receive effective and timely assistance to ensure mastery. Each student is different, and some students may need more help to get back on track. The Schoolwide MTSS-Tiered support system are based upon academic and non-academic activities of mastery for students who may fall behind on key skills or are in danger of dropping out. This system provides schools significant flexibility in improving student achievement with activities, based upon multi-tiered system, which incorporates a wide range of activities and strategies to accelerated and enrich support a well-rounded include program including:

ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016

Guiding Questions:

Describe how your plan identifies the following activities for mastery:

- How does the plan support activities for our most at-risk students in the school?
- Identifying your building provide a Multi-Tiered System of Support (MTSS) for academics and behavior that will organize and frame schoolwide activities and evidence based on practices and integrates for powerful teaching.
- Describe how your programs will recognize and respond to social and emotional needs of children, in order to teach the whole child and reduce the amount of severity of behavior problems in building.
- What activities increase building-wide awareness and expertise in dealing with the social and emotional needs?
- What activities or best practices have you identified in your plan that will support and assist our at-risk students remain to get back on track?
- What opportunities will our school provide to help students in danger of dropping out or falling behind on mastery of a key skill?
- Does the plan ensure the school meets students' academic and non-academic needs?
- What activities are provided to accelerate for special populations needs such as EL and SWD students?
- Does the plan incorporate a wide range of activities, such as:
    - Counseling and mental health support
    - College and career readiness
    - Tiered behavioral support
    - AP & International Baccalaureate courses
    - Preschool transition support
    - Professional development for staff
    - Intensive accelerated academic rigor for students
    - Activities to support school to home
    - Technology support activities
    - Paraeducator intervention support
    - Flexible grouping for student needs
    - Transition activities

- o Intensive academic support to students targeted to meet individual student needs
- o Coordinated and integrated support across programs that maximize students' access to core instruction
- o Academic language development across content areas
- o Systemic support for bilingualism and bi-literacy
- o Effective outreach to linguistically and culturally diverse families

Component Four – Coordination and Integration

A school operating a Title I, Part A schoolwide program has the flexibility to consolidating funds from Title I, Part A with other federal funds a well as with state, local, and other federal programs that they will combine under the plan. If school is identified for comprehensive or targeted support, the intent must align to the school improvement efforts.

Consolidating funds in a schoolwide program means that a school treats the funds it is consolidating as if they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identities and the school has one flexible pool of funds. The school may use this pool of funds to support any activity of the schoolwide program. By consolidating funds in a schoolwide program, a school may more effectively design and implement a comprehensive plan to upgrade the entire educational program in the school.

Braiding or Consolidating the Use of Funds

Braiding or consolidating funds is a way for LEAs and schools to use multiple federal and state grants to support various parts of an initiative while maintaining the award-specific identity of the funds and meeting the purpose of each specific grant program.

Federal law authorizes LEAs to coordinate spending from different grant programs, provided the activities are permitted under the grant program and the LEA or school maintains documentation on how federal funds are spent. State identified programs may be used in partnership with certain federal programs and some are specific to a certain population of students.

Some state program funds that are intended to support "like" federal programs, may be braided (e.g., the state Learning Assistance Program (LAP) may be used for the same intent and purposes of Title I, Part A and the state Transitional Bilingual Instruction Program (TBIP) is aligned with the same intent and purpose as Title III, Part A.)

Using multiple funding sources in braided manner to support specific educational initiatives can help to ensure consistency and eliminate duplication of services.

Please refer to the OSPI Bulletin on combining funds in a schoolwide (coming soon).

- ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.
- Title I Fiscal Issues, pp. 49-63 (Feb. 2008)
- 2004 Notice on Schoolwide Consolidation of Funds.
- Title l, Part A Template – Combining Funds
- Fall 2018: Unlocking Federal and State Program Funds to Support Student Success

Guiding Questions:

- How will the school leverage allowable combined funds to improve the schoolwide plan?
- How will it make the most of available staff at the school and district to maximize the positive impact of the plan?
- How does the plan combine funds to connect the reform strategies developed?
- Does the plan outline how the school will combine funds, and how the school will meet the intents and purposes of each program?

- Does the plan outline how funds from Title I, Part A and other federal education programs will be used to help the school meet the statutory requirements of the programs?
- Does the plan include the total amount of funds for each program?
- How are schoolwide funds being leveraged to support school improvement efforts?
- Describe how using multiple funding sources in a braided manner to support specific educational initiatives can help to increase the percentage of students in meeting or exceeding standards on the state assessment.

<table>
<tr><td colspan="2" align="center">Title I, Part A Schoolwide Deer Park Elementary</td></tr>
<tr><td colspan="2" align="center">Building Data</td></tr>
<tr><td>Building: Deer Park Elementary</td><td>F/R Percentage: 51%</td></tr>
<tr><td>Principal: Tricia Kannberg</td><td>Grade Span: K-2</td></tr>
<tr><td>District: Deer Park School District</td><td>Building Enrollment: 413</td></tr>
<tr><td>Plan Date: Fall 2022</td><td>Board Approval Date: Pending</td></tr>
</table>

School Leadership Team Members
Parent-Community Partners

Name	Role	Email
Tricia Kannberg	Principal	tricia.kannberg@dpsd.org
Haley Maxfield	Assistant Principal	haley.maxfield@dpsd.org

Vision Statement

Deer Park Elementary is a K-2 building committed to the success of all students. Deer Park ELemetnary supports the whole child, providing support in academic, behavioral, and social and emotional growth. Our goal is to provide students with the resources and skills to be a successful learner. School wide expectations are be *Respectful, Responsible, Safe, and Kind.*

ESSA Supports: WA Framework Identification

☐ **Foundational:**

Click or tap here to enter text.

☐ **Tier I: Targeted Supports: Targeted with 1-2 Student Groups:**

Click or tap here to enter text.

☐ **Tier II: Targeted 3+Targeted EL Progress:**

Click or tap here to enter text.

☐ **Tier III Support: Comprehensive and Comprehensive Low Graduation Rate (below 67%):**

Click or tap here to enter text.

<u>Partners in Consolidated Plan</u>
Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template
School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)

Updated 11-16-22

Title I, Part A : Schoolwide Program Model
Four Required Components:
☐ 1. Comprehensive Needs Assessment
☐ 2. Schoolwide Reform Strategies
☐ 3. Activities for Mastery
☐ 4. Coordination and Integration

Checklist for combined Title I, Part A Schoolwide Program Model
Is this plan:

☐   Based on a Needs Assessment
☐   Data driven
☐   Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
☐   Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure *all* of the following elements are included:

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

Updated 11-16-22

COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	Purpose, Outcomes. Success Criteria:

After reviewing the data from I-Ready, (academic). The growth goal for students not meeting grade level expectations needs to be at least one years growth in the areas of Literacy and Mathematics. These student below grade level will receive academic intervention to help close the gap.

 Classroom Support App data (Behavioral) and Review 360 data (Social Emotional), along side attendance data will guide decisions for interventions and supports to be implemented to support the behaviorial and social and emotional needs of students. |
| Do | Through our needs assessment, a greater emphasis will be placed on classroom teachers providing intervention in the classroom.

Title programs, specifically academic intervention supports have been enhanced using ESSR fuding. Two extra interventionist have been hired to provide academic support for more students, and make a years growth for student currently below grade level.

DPE will continue using, Connecting Math Concepts, Bridges Math, Wonderworks, and Heggerty for our standards-base intervention materials. The intervention schedule has been adjusted to support core instruction time in the general education classroom, and intervention times for each grade levels.

The use of I-Ready data determines student who qualify for intervention services. Interventionists are serving from the bottom-up using I-Ready data, aimsweb data, and curriculum based measures. Intervention is provided through a pull-out and push-out model depending on what is best for student learning. Student who do not qualify for intervention support, recieve intervnetion in the classroom provided by the classroom teacher.

Teachers will meet in weekly grade level Professional Learning Communities (PLC) to collaborate, align assessments, analyze student data, discuss strategies to improve instruction, and how to best meet all student needs. Grade level PLCs will create Student Growth Goals, creating a plan of action for improving student learning. |
| Study | Continuing the implementation a K-5 MTSS system.
The interventionists, assistant principal, principal, special services director and assistant superintendent are working together to develop and implement a successful MTSS system that supports staff and meets student needs.

The MTSS team will monitor and improve processes around |

	-I-Ready screener given 3 times per year -Classroom curriculum implementation and intervention supports provided -Intervention curriculum implementation and supports provided -attendance -Implementation of the Classroom Support App. -PBIS review and re-implementation -Goals and focus of grade level PLCs -Monthly MTSS meetings
Adjust	Adjustments will be made as needed throughout the year based on data review and systems observations, especially to further alignment of K-5 MTSS structures. Data review led by the intervention team with support of building leadership, will guide decision making while working toward our goal of making a year's growth in both ELA and math.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan	The purpose of our strategies will be to support our needs assessment conclusions. In addition to monitoring data and adjusting practice (including curricular, screening and progress monitoring programs) from our enhanced intervention model as described in Component 1, which includes communication with the interventionists, PLCs, building and district leadership, we will also do the following: -Implement core curriculum with fidelity -Changes in the schedule to support core instruction and all students receiving intervention during grade level intervention times. -Creating alignment in assessments and data collection protocols. -Student Growth Goals to enhance instruciton and meet student needs -Ensruing interventions meet the needs of Tier 2 and Tier 3 students align with the OSPI Menu of Best Practices and Strategies. -Revisiting attendance after the Covid pandemic, continuing to make attendance a priority and follow the state guidelines. Parent Involvement: Teachers will meet with parents at least 2 times per year to go over growth goals and assessment data specific to their individual needs. Use of PBIS (Positive Behavior Intervention Supports) data will help students stay focused and in classrooms so little instructional time is lost. Our PBIS Team will meet monthly throughout the year to emphasize behavior strategies that will improve academic learning. Assemblies will occur on a monthly basis to recognize students who have excelled in the

	areas of ***Respect, Responsibility, Safety, and Kindness***. Students receiving recognition will have parents included in this assembly, their picture will be taken and they will receive a free book. Professional development for teachers to support students on items related to the Title 1 plan, including using data, engagement, using diagnostics, and academic, behavioral, and SEL support.

Do	Grade Level Testing Tier I
	
	Kindergarten: WA Kids testing in Reading and Math (Fall)
	         I-Ready (Fall, Winter, Spring)
	         Wonders Unit Assessments
	         Ready Math Unit Assessments
	
	1st Grade: I-Ready (Fall, Winter, Spring)
	         Wonders Unit Assessments
	         Ready Math Unit Assessments
	
	2nd Grade: I-Ready (Fall, Winter, Spring)
	         Wonders Unit Assessments
	         Ready Math Unit Assessments
	
	Progress Monitoring:
	AIMSweb Progress Monitoring will occur bi-weekly for students in grades K-2 who qualify for academic intervention in the area of reaching and/or math.
	
	For students not making growth, other measures will be used.
	
	As student growth is monitored, students not making one year's worth of progress, will have access to a change in curriculum or the duration of intervention to better meet student needs.

Study	Reflecting on strategies and goals, some of the challenges that have arose are: - the time for implementing new MTSS systems and processes - reviewing and implementing new intervention processes - schedule and time constraints - K-5 curriculum alignment and evaluating or implementing new pieces and new staff in the intervention program - Implementing the Classroom Support App and being able to analyze student behavioral data. - staff/student attendance
Adjust	Continuing to analyze assessments, progress monitoring, and attendance data, as well as rely on anecdotal data from our team to evaluate our progress

Updated 11-16-22

	Through the use of our Student Success Team (SST), and Evaluation Team Meeting (ETM), student needs will be discussed and appropriate interventions will be applied. Secondly, attendance will be tracked on a monthly basis.
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	The plan supports the most at-risk students by addressing barriers that may interfere with meeting grade-level academic standards. Students not meeting grade-level expectations will recieve intervention with their classroom teacher an intervention teacher.
	Evaluation of behavior data using the CSA will identify supports so specific students. Academic, behavioral, and Social and Emotional needs will be addressed in grade level PLC meetings, ETM and SST teams. In addition we also have PBIS and School Leadership Teams reviewing data regularly.
	Classroom teachers will send home report cards twice per year to share with families how their student is progressing towards grade level standards. Interventionist will also communicated student growth through AIMSweb progress monitoring data.
	We also will look at the whole child with other SEL supports as detailed in the "do" part of this component.
Do	Students will be assessed initially using the I-Ready screener to identify students needing academic support. The studetns receiving intervention and those receiving intervention will be progress monitored using AIMSweb.
	Teaching Practices ELA: - Students will recieve whole group instruction for foundational reading skills at each grade level. - Differentiated Instruction: Students are taught a specific strategies to support them in acquiring the necessary skills through explicit, direct instruction that includes teacher modeling and demonstration followed by students' active engagement in applying the strategy. - Conferring: Students receive individualized feedback and instruction in one-on-one or small group conferences with the teacher. Partnerships: Students engage in discourse to support one another, increase understanding, and develop independence. - Teaching Share: Students share examples and reflect on learning for clarification, reinforcement, and closure of the day's work.
	Teaching Practices Mathematics: - Establish mathematics goals to focus learning. - Implement tasks that promote reasoning and problem solving.

	- Use and connect mathematical representations. - Facilitate meaningful mathematical discourse. - Pose purposeful questions. - Build procedural fluency from conceptual understanding. - Support productive struggle in learning mathematics. - Elicit and use evidence of student thinking. SEL Supports: - Using prior PD on trauma informed practices daily in rooms (ex. calming corners, class meetings, greeting kids at the door everyday, etc) - Our counselor will be in classrooms providing structured and approved SEL lessons. - Through the support of the YFA counselor we will implement support systems for those students struggling.
Study	Through the implementation of MTSS and making data-based decisions for academic, behavioral, and social and emotional interventions will allow students to access the supports necesary to be successful learners at school and close the achievement gap. Using school-wide PBIS expectations students will learn the behaviors for being respectful, responsible, safe, and kind. The CSA will be used to document students bahavior. The app will allow classroom teachers and the behavior support team to analyze most significant behaviors, time of day for behavior, and the location of behavior. The app will accurately collect behavioral data for the team to make decisions for individual students and the entire school. All students will be exposed to programs that support emotional well-being. 1. Second Step -- students will learn about coping skills 2. Zones of Regulation - students will learn vocabulary in order to identify their feelings and they will learn about strategies that will regulate their emotions and keep them in the "green" zone. a. The Zones of Regulation allows our school to have a common language in grades K-2 that support social and emotional well-being.
Adjust	The bahavioral support team will meet weekly to review student behavioral data and to discuss any students of concern. The team will work to determine if any changes need to be made to better support specific studetns. The PBIS team will meet monthly to review school-wide processes and systems to determine if changes are necessary. The team will come together to bring grade level concerns and determine areas of focus as what needs to be taught, re-taught and reinforced in school-wide expectations.
COMPONENT #4: COORDINATION AND INTEGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	

Plan	Students will receive support based on assessment data collected following the MTSS assessment processes. Those students identified will be placed in support programs based on the MTSS model of intervention. -All students will be assessed using the iReady screener in both reading and math. -Students receiving intervention/supportwill be progress monitored, using AIMSweb. -Curriculum Based Measures will be used in the classroom to document student progress in core curriculum.
Do	Continuous Improvement of Mathematics programs at the school and district level through: • Provide training staff on how to use universal screeners, diagnostic assessments, formative assessment, and progress monitoring tools. •Model, co-assess, and provide feedback as educators assess students and use data for planning instruction. • Establish coaching cycles, based on grade level need, where an instructional coach models differentiation strategies in the classroom, then coaches educators to implement strategies through ongoing non-evaluative feedback as educators master strategies. • Support educators (classroom teachers, para-educators, volunteers, etc.) through a push-in/pull-out model. Coaches will observe, co-plan, co-teach, etc., to develop educator mathematical skills and strategies. • Provide job-embedded support directly to classroom teachers in both mathematics content and pedagogy. • Utilize professional learning communities to collaborate with mathematics instructional leaders to create an action plan for school improvement. • Mentor and collaborate with all teachers regardless of experience level to support shifts in mathematics instruction and mindset. • Utilize professional learning communities with teachers to review student work, anticipate student misconceptions, and deepen teachers' own mathematical content and knowledge *Continuous Improvement of ELA programs at the school and district level through: • Provide data coaching by training staff, professional learning communities, grade level teams, and/or individuals on how to use universal screeners, diagnostic assessments, formative assessment processes, and progress monitoring tools. Model, co-assess, and provide feedback as educators assess students and use data for planning instruction. • Support educators (classroom teachers, para-educators, volunteers, etc.) through a push-in/pull-out model. Embedded Title teachers will observe, co-plan, co-teach, etc., to develop educator English/Language Arts skills and strategies.

	• Provide job-embedded support directly to classroom teachers in both English/Language Arts content and pedagogy. • Utilize professional learning communities to collaborate with ELA instructional leaders to create an action plan for school improvement. • Mentor and collaborate with all teachers regardless of experience level to support shifts in English/Language Arts instruction and mindset. • Utilize professional learning communities with teachers to review student work, anticipate student misconceptions, and deepen teachers' own English/Language Arts content and knowledge • Provide professional development for staff to support implementations for newly adopted Wonders curriculum.
Study	The strengths of this model is that it follows an MTSS support system that is consistent and focused on student growth. It is also supported through a sound core curriculum with support from Instructional Specialists who are in classrooms daily. Another strength is the ability to offer staff time to meet to plan and train for consistency. This plan follows the assumptions that staff has made in terms of student and instructional needs.
Adjust	PLC time will be used to focus on best practices and strategy implementation (e.g., foundational literacy skills, text complexity, working with tutors, etc.). PLC teams will create a common assessment schedule and align data collection processes. PLC teams will make data based decision and work collaboratively to support all students.

REQUIRED: TITLE I, PART A TEMPLATE – COMBINING/BLENDING FUNDS MATRIX		
Program	**Amount Allowable**	**How the Intents & Purposes of the Program will be Met**
Basic Education	$2,286,578	To provide for basic education program staffing needs in-building
Fed/SpEd	$33,349	Federal special education funding is utilized to support intervention programming aligned to assist students in academic and behavioral areas in a combined MTSS model. This allows for braiding of funding of special education, Title 1, and general education funding.
Title I, Part A	$203,643	To provide staffing for additional instructional assistance to support core instruction for students, especially those at-risk of not meeting state standards and to provide significant opportunity for all students to receive a fair, equitable, and high quality well-rounded education, while closing educational achievement gaps.

Name and Signature of Parents, Students, and Staff Involved in the PFE Policy Process:	
Name	Signature

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