

Title I, Part A Schoolwide	
Building Data	
Building: Connell Elementary School	F/R Percentage: 78.13% (Oct. 1, 2018 count)
Principal: Amy Garza	Grade Span: K-6
District: North Franklin	Building Enrollment: 544 (Oct. 1, 2018 count)
Plan Date: 2018-2020	Board Approval Date: January 28, 2019

School Leadership Team Members Parent-Community Partners		
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Vision Statement
An Educational Environment that Brings out the Best in Everyone.

ESSA Supports: WA Framework Identification

☐ **Foundational:**

Click or tap here to enter text.

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

Special Education

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

Click or tap here to enter text.

☐ **Tier III Support: Comprehensive and Rad Identified schools:**

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Partners in Consolidated Plan

Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template

School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)

Title I, Part A : Schoolwide Program Model

Four Required Components:

- ☐ 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

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

School Improvement Plan; WAC-180-16-220,

Plan Requirements:

- ☐ Annual Board approval
- ☐ Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP
- ☐ The ways in which the model is based on a self-review of the school's program
- ☐ The characteristics of successful schools
- ☐ Equity factors for all students
- ☐ The use of technology to facilitate instruction
- ☐ Parent, family, and community involvement, they relate to a positive impact on student learning

ESSA: Sec.1111(d)(1)(B),

Plan Requirements:

- ☐ Indicators of student performance against State-determined long-term goals
- ☐ Exposition of evidence-based interventions
- ☐ Proof of a school-level needs assessment
- ☐ Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
- ☐ Approval by the school, local educational agency and State educational agency

COMPONENT #1: NEEDS ASSESSMENT**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Plan

District Demographics

Connell Elementary (CE) is located in the North Franklin School District (NFSD) in Southeastern Washington State. NFSD is made up of four rural towns: Basin City, Connell, Eltopia, and Mesa. The towns are agriculturally-dependent; the local businesses are centered on service to orchards, irrigated crops, and dryland wheat farms. The primary industrial base includes food processing, agricultural chemicals, and a minimum security correctional facility. The district's rural location makes schools the center of education, recreation, and socialization. The district is composed of 6 schools including 3 elementary schools, 1 junior high school, 1 high school, and 1 alternative/choice high school. There are just over 2,100 students currently enrolled in the district. The reported ethnicity of these students is 71% Hispanic/Latino, 26% White, 1% Asian, 1% identify as Two or More Races, and <1% African American.

Learning Environment

Connell Elementary School is located at 1001 W. Clark Rd. in Connell, Washington 99326.

The school serves approximately 588 students grades Kindergarten through sixth grade. There are 74 staff members supporting the needs of students at CE. We have a Behavior Specialist, PT and OT Therapists, and Speech Pathologist that come in and work with our students who are on IEP's throughout the week. Those students with IEP's receive instruction from the SPED teacher daily according to their IEP. All students receive instruction in math, reading, writing, science and social studies. Many general education students receive reading intervention support on a daily basis. The students are also instructed in PE, library and music at least one day a week. Several factors including socio-economic status, home language, and culture impact students at CE.

Positive Behavior Interventions & Supports (PBIS)

To help create a positive learning environment, Connell Elementary uses PBIS, a school wide behavior system for defining, teaching, and supporting appropriate student behaviors. PBIS strategies such as defining and communicating common, schoolwide norms and expectations and implementing an incentive/reward system are designed to decrease disruptions, increase instructional time and teacher effectiveness, and improve student social behavior and academic outcomes. Using the PBIS model, Connell Elementary has created common rules and expectations for

shared areas such as the halls, gym, and playground. Staff teach and model these expectations throughout the school year. Within each classroom, teachers reinforce the norms and use positive reinforcement as a tool for classroom management. Out of school suspensions are kept to an absolute minimum. The school's administrator works collaboratively with staff and students' families to design and implement behavioral plans that support and recognize positive choices.

CE proactively looks for opportunities to recognize and reward students' positive behavior and choices. The school uses "Cougar Cash" as one means of honoring and recognizing students. Cougar Cash can be used to make purchases at the school store every week. In addition, students are also recognized as "Students of the Month" for their behavior and actions in their homeroom class. Students of the month are announced at a monthly school assembly.

School Safety

Safety is a top priority at CE. This year the school created a School Safety Committee. The committee is composed of 2 certified teachers and 2 para educators. The committee meets monthly to review procedures and update the school's safety plan. To ensure all staff are familiar with their roles and responsibilities in case of an emergency, the plan is reviewed with staff in the fall and the school practices monthly emergency drills including 3 lockdowns, 1 shelter-in-place, 3 fire evacuation, and at least 1 other safety-related drill (earthquake, tornado, hazardous chemical release, etc.). Every classroom teacher has participated in GAP training and has an emergency backpack with instructions and materials in case there is a need to evacuate or lock down in the building.

Shared Decision-Making

CE's Leadership Team (LT), comprised of one teacher from each grade level, one special education teacher, parent volunteers, and building administration, meets bi-monthly to review the School Improvement Plan (SIP), assess progress of key initiatives, and troubleshoot any issues or challenges. Representatives on LT participate in discussions and are responsible for communication with and from their grade-level teams to LT. Participation on Leadership Team is voluntary but staff is compensated for their time.

Student Needs

There is a socioeconomic gap between students of poverty and more affluent students, and many students enter Kindergarten "at risk" due to low English vocabulary and language skills and unstable home situations. Currently, the

	<p>student demographics of the school are as follows; 72% Hispanic/Latino, 23.3% White, 2.3% Asian, 1.9% identify as 2 or more races and <1% African American. 77.4% Free and Reduced Lunch, 18% Students with Special Education Needs, 42% Transitional Bilingual and 21% of students are Migrant.</p> <p>Staff at CE is aware of the factors impacting students and are continuously adapt and implement programs to meet their diverse needs. Below are brief descriptions of some of the efforts and programs that the school uses to honor and engage the all students and their families.</p> <p><i>Family Outreach and Engagement</i></p> <p>The racial/ethnic and socio-economic demographics of CE's parents/guardians mirrors that of the student population; many of parents/guardians are Hispanic or Latino and speak Spanish as their first language. The school has an active parent involvement committee, Parent Teacher Organization (PTO). The PTO is comprised of teachers, parents/guardians, and community volunteers who work together to fundraise, promote learning at home, provide access to resources, and celebrate the diversity and accomplishments of the students and school. They host meetings every month and attendance is usually around 10-15 people. Increasing parent/family involvement has been challenging; many family members work in the fields and are not available until after 6:00 pm and do not yet fully understand the impact parent involvement can have on student performance. The school is still struggling to engage its most severely impacted families. This continues to be an area of focus.</p> <p>Academic expectations and achievement are communicated on a regular basis via a student compact, phone calls to parents/guardians, quarterly report cards, bi-weekly progress reports, mid-quarter reports, classroom newsletters, and one-on-one teacher-parent meetings. CE encourages parental involvement and is working to develop deep relationships and meaningful, two-way communications. The school holds an annual Back to School Night within the first week of school and parent/guardian-teacher conferences twice a year. In addition, CE invites parents/guardians to several events including Title 1 Parent meetings, Family Nights, PTO meetings, Open House, music concerts, Volunteer Luncheon, email and phone announcements, hallway bulletin boards, monthly newsletters, Awards Assemblies for Students of the Month, and monthly bulletins.</p> <p><i>Second Language Learners</i></p> <p>With about 42% of its current student body designated as second language learners, it is critical that staff properly scaffolds and supports students to help them build upon their academic knowledge and bridge content from one language to another. An additive approach to language acquisition,</p>
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GLAD strategies aim to utilize the strengths and skills in the student's first language (L1), while adding English language skills. GLAD instructional strategies promote language acquisition, academic achievement, and cross-cultural skills. Originally developed for language learners, GLAD strategies are research-based and field-tested, and aimed at supporting language acquisition and proficiency in grade level content standards. All teachers are GLAD trained and use the strategies on a daily basis. Going forward, teachers will work to strengthen their skills and increase effectiveness.

Kindergarten Preparation & Grade Level Transition/Support

In an effort to support students as they enter school and transition from one grade level to the next, CE offers Ready for Kinder classes, Kindergarten Roundup, Fly Up Day, and hosts a visit from the middle school principal.

- Ready for Kindergarten: These classes are held throughout the year for incoming Kindergarteners. The classes are widely advertised and provide parents with materials for use at home. At classes, teachers model effective strategies for learning at home.

- Preschool to Kindergarten Meetings: CE's Kindergarten teachers meet with local preschool teachers at Migrant Head-Start, ECEAP, Inspire, and other private pre-schools. Information gathered at these meetings is used to help place incoming students with the goal of creating balanced classrooms equipped with the tools to support them.

- Kindergarten Roundup: This event is held in the spring for incoming Kindergarteners enrolling at CE. The event includes hearing, speech, and vaccination screenings, language testing, academic screening, and a classroom and school tour.

- Fly up: Fly up is an annual event where students get to spend about an hour with their next year's homeroom teacher. This gives students and teachers a chance to talk about the expectations and key learning outcomes of the next grade.

- Middle School Visit: To aid in the transition from Grade 6 to 7, the junior high principal visits CE to outline expectations. The principal talks with all sixth grade students about the expectations and class assignments for the upcoming year. CE utilizes STAR and curriculum assessments for proper program placement in junior high.

Title I & Learning Assistance Program (LAP)

CE is committed to ensuring all students have access to a fair, equitable, and high-quality education. The staff works diligently to close educational achievement gaps. Title I and LAP funds are used to serve students scoring below grade-level standards in ELA and mathematics. Using research-based best practices, these interventions aim to increase academic growth. Some academic interventions designed to increase student achievement and

progress towards grade level standards include pull-out and push-in supports, walk to read, walk to math, after school program, summer school, special education services, and programs for students identified as highly capable.

Academic Interventions

Working collaboratively, staff at CE identify students who would benefit from additional academic support and interventions including various assessments adopted by CE, rank order data, feedback from teachers and staff, parent/guardian input, etc. Interventions, which include offering additional services for struggling students and enrichment/above grade level learning for more advanced students, are conducted before, during, and after school. Specifically, in reading, all students participate in “on level” instruction. In addition, during a 45 to 60-minute time block, CE students participate in leveled reading intervention groups. During this time, students are grouped according to their current ability level. This enables staff to offer targeted instruction aimed at filling knowledge gaps, providing additional practice, and strengthen specific reading comprehension skills. Several grade levels started to participate in a similar model for math intervention by targeting on foundational math concepts and skills.

After School Intervention Program

CE offers an after school program for students who are performing below grade level in ELA. The program, beginning in November and running through May, focuses on increasing the ELA skills of the students identified for intervention. The program is taught by CE teachers and supported by CE para educators.

Summer School

Summer school is offered for Connell Elementary students in third grade that have been identified as below standard in ELA. The summer school program runs for about 6 weeks and is 3 days a week for 3 hours a day, 180 minutes focused on ELA skills and strategies. This year the school will explore expanding the summer school program and opening it to more grade levels.

Special Education and Other Special Services

CE adheres to the Individuals with Disabilities Education Act (IDEA), the federal law ensuring services to children with disabilities. Students who qualify for special services receive specially designed instruction (SDI) in reading, writing, and math. In addition to academic interventions, CE also serves qualifying students in speech therapy and physical therapy.

Highly Capable

Only about 15 students are identified as highly capable. In an effort to meet their needs, these students participate in accelerated learning and academic enrichment opportunities once a week for about 75 minutes. In addition, students in grades 4-6 identified as highly capable in mathematics are invited to participate in math team. Math teams meet once or twice a week, varying by grade level, to practice higher level math computation and reasoning skills. The teams compete locally in several math competitions.

Staff

Relationships between stakeholders, principals, teachers, students, parents, the community, and other stakeholders play an important role in the academic success of the students and the school. The existence of trusting relationships in an educational setting is essential as it provides the foundation for critical student outcomes. Staff at Connell Elementary put their ideas and talents together to plan and deliver high-quality lessons aligned to Common Core State Standards (CCSS), design and analyze assessments that reflect student learning, and use data to inform next steps in teaching and intervention.

Para-educators

Para-educators are a vital part of the team at CE. Under the direction and with the support of reading intervention specialist, classroom teachers and specialists, para-educators work with students in small groups to provide instruction. Para-educators also provide supervision of students before and after school and during recesses. CE currently has about 24 para-educators on staff. When an application is received for a para-educator position, the district's Human Resources department determines the applicant's Highly Qualified status. If it is determined that the applicant does not have an Associate's Degree or two years of study at an institute of higher education, the applicant is given the opportunity to take the ETS Para Pro Assessment at their own expense. Upon successful completion of the assessment, the applicant is then considered for the position for which they have applied. All para-educators at CE have met one of three requirements: 1) hold an Associate's Degree, 2) have completed two years of study at an Institute of Higher Education, or 3) successfully completed the ETS Para Pro Assessment.

Teachers

The demographics of the teaching staff differ greatly from that of the school's students. Of the 33 classroom teachers at CE, only 4 are Hispanic/Latino and 1 is Asian. Three classroom teachers are fluent in

Spanish. Teachers use GLAD instructional strategies (detailed above) as a tool to support all learners but especially language learners. Because of the high teacher turnover and shortage of Spanish-speaking teachers, there is a critical need to provide training, refreshers, and continuous professional development in best practices methods to engage and support Second Language Learners.

Staff attrition rates at CE are inconsistent. The rural setting of the school creates retention challenges. It is common to have several new staff members every year and new teachers are almost exclusively first year teachers. This year, four teachers have an emergency or conditional teaching certificate. The school does have more experienced teachers on staff. On average, teachers at CE have an average of about 8 years of experience. Still, attracting and retaining highly-qualified staff remains a challenge and creates the need for continuous training/re-training and professional development.

Collaboration and Mentoring

CE places a lot of value in collaboration and teamwork. Professional Learning Communities (PLCs) meet at least once a week to plan lessons, review data, and share best practices. This culture of collaboration contributes to the success of students and staff.

In order to support new teachers, all beginning teachers are eligible to participate in the district's new Mentor Teacher Program. The support program pairs new teachers with an in-building mentor teacher. Mentors, selected by the principal, are teachers who demonstrate effective teaching skills, have a good understanding and perspective of district and building policies, procedures, and programs, possess a high level of professional development/ commitment, demonstrate good communication and interpretation skills, have the necessary level of energy and enthusiasm and high level of creativity, and are highly regarded by students, staff, and the community. Participation in the Mentor Teacher Program is required for the first year; participation the second year is optional. Beginning teachers and their mentors are required to meet throughout the school year. All participants in the Mentor Teacher Program receive a yearly stipend of \$500.

Tiered Models of Instruction

All students at CE have exposure to grade level texts and mathematics. Students receive instruction and practice, in both reading and math, on the Common Core State Standards' (CCSS) skills and strategies for their current grade level. Multiple data, including formal and informal assessments and

observations, along with input from students' families and former teachers, are used to identify students who would benefit from additional supports.

English Language Arts (ELA) Instruction and Supports

Connell Elementary believes that reading is the gateway skill to access all academic subject areas. By focusing on students learning to read, at grade level, we believe that student achievement in all academic areas will increase. This is CE's second year of implementation with the ELA curriculum, CIA, for grades 3-6. This novel-based curriculum exposes students to at and above grade level texts. The program consists of a teacher read-aloud meant to model reading fluency and explicitly teach authentic reading comprehension strategies, and book clubs where students are matched to a text at the top of their instructional range and collaborate with their peers and teacher to navigate through the text and accompanying writing activities.

In Kindergarten through 1st grade, the core reading curriculum is ReadWell. Write well is used for writing. 2nd grade uses the Journey's curriculum for reading and Step Up to Writing. These programs have been used for multiple years. A guaranteed and viable curriculum map/assessment schedule was implemented to provide more clarity to the power standards, pacing guidelines, and common rubrics. Students write to prompts once per month at a minimum. Our K-2 reading program consists of the following components:

1. 90 minute, protected reading block for all students
2. DIBELs testing for all students
3. Interventions for students who are not at benchmark
4. Progress-monitor testing for all students not at benchmark according to DIBELs, Easy CBA's and Really Great Reading Assessments
5. Intervention curriculum for all students not reading at level or not meeting the benchmark on DIBELs (Read Well, Rewards, Really Great Reading, SRA-Early Interventions, SRA-Phonemic Awareness, Teach your child to read in 100 easy lessons, Earobics, Stepping Stones to Literacy, Kinderbound

Well-Rounded Education

CE operates under the belief that strong literacy and math skills are necessities for success in college and in life. In addition, the school works to provide access to a well-rounded education including exposure to the arts, physical education, science, and social studies, civics and government.

Arts and Physical Education

All students at CE receive weekly instruction and practice in library skills, physical education, and music. In addition, students in grades 5-6 have the option of joining the school's band and marimba band, and students in grade 6 have the opportunity to serve as student representatives.

Science Instruction and Supports

CE is continuing to align science instruction with the Next Generation Science Standards (NGSS). The district is currently exploring options for adopting a new curriculum next year. In the meantime, Science Weekly kits and Mystery Science are being used for science instruction.

Social Studies Instruction and Supports

CE uses Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) to design and deliver instruction in civics, economics, geography, history, and social studies skills. Social studies classroom-based assessments are used to help determine the level of proficiency students achieve in their understanding and application of the social studies learning standards.

Technology

The school has two computer labs with about 30 computers in each. The school also have one Computer Cart with 30 Chromebooks. The computer labs and Chromebooks are available for teachers to use with students for classroom projects and assignments. The labs are also used to teach students basic keyboarding and computer skills. The Smarter Balanced Assessments (SBA), English Language Proficiency Assessment for the 21st Century (ELPA21), and other required testing is often done in the computer labs and with the Chromebooks. In addition, teachers use various technologies in their classrooms to able in instruction, communication with families, and to reinforce skills and concepts.

School Performance and Goals

The school holds very high standards for its students but also recognizes that, on average, its students begin their educational journey below grade level. The majority of students attending CE are second language learners and many are also impacted by poverty. As such these students begin school with less academic exposure and vocabulary than their more affluent peers. Because of the lower beginning scores and language acquisition needs, the school stresses student engagement and academic growth. Teachers work with students to develop growth goals for reading and mathematics. These goals are realistic and achievable for students, but are

	<p>designed to close the achievement gap. Most teachers aim to help students make a year and a half of growth in one academic year. Some specific areas of concern that staff has identified as priorities include ELA growth, math growth, and overall student engagement.</p>
Do	<p>In an effort to collect and analyze data, the SIP team went through the following steps:</p> <ol style="list-style-type: none"> 1. Analyzed demographic information including students' socioeconomic status, home language, homelessness, etc. 2. Collected and analyzed academic data including SBAC, DIBELS, STAR, ELPA21, unit reading assessments from ReadWell, CIA data, assessments from math curriculum, etc. 3. Reviewed non-academic data such as office referrals, and in-house and out of school suspensions 4. Identified the key stakeholders that would be vital to survey regarding school climate, academic growth, and safety <p>Worked in small teams to create specific surveys for families, students, staff, and other community members</p>
Study	<p>After reviewing the data, the team concluded that there are many factors that contribute to students' academic progress. Some challenges, including low socio-economic status, lack of access to resources, language acquisition continuum, and so on, are outside the school's scope of influence. However, after participating in discussions regarding root causes, staff concluded there are some factors within the school's control that contribute to academic growth and student engagement. With the understanding that trying to address too many things at once can be overwhelming for stakeholders, the team narrowed the focus for the 2018-2019 school year down to three key priorities: academic growth in state assessments (SBAC), academic growth in ELPA scores to enhance vocabulary, and improving attendance.</p>
Adjust	<p>Based on this data, CE will focus on the following goals during the 2018-2019 school year.</p> <p><i>ELA:</i></p> <p>By May 2019, students continuously enrolled at Connell Elementary School from October 2018 through May 2019 will show a measurable increase in their academic vocabulary, reading comprehension, and overall ELA skills.</p> <ul style="list-style-type: none"> · 85% of students will demonstrate an increase in their academic vocabulary as measured by common formative and summative assessments, curriculum assessments, and in-class observations. · 85% of students will show improvement in their reading comprehension skills as demonstrated by DIBELS, unit assessments, STARS data, and in-class observations.

	<ul style="list-style-type: none"> The average percent of students in grades third through sixth meeting standard on the ELA SBA will increase by 5% from 32.8% in the 2017-2018 school year to 37.8% in 2018-2019 school year. <p><i>Math:</i></p> <p>By May 2019, students continuously enrolled at Connell Elementary School from October 2018 through May 2019, will show increased fluency in basic math facts, an increased ability to attack word problems in math, and an overall deeper understanding of foundational math concepts and skills.</p> <ul style="list-style-type: none"> 85% of students will demonstrate an increase in their math fact fluency as measured by timed tests appropriate for their grade-level. The majority of students will demonstrate an improved ability to independently solve word problems in math. The average percent of students in grades third through sixth meeting standard on the math SBA will increase by 5% from 33.6% in the 2017-18 school year to 38.6% in 2019. <p><i>Attendance:</i></p> <ul style="list-style-type: none"> The school will increase the absentee rate of students who have from 85.5% in 2017-18 to 88% in 2018-19. <p><i>ELPA21:</i> During the 2018-2019 school year, (50-75)% of students classified as Language Learners will score at least 1 level higher than they did the previous year (or on their initial placement test if they were not tested last year).</p>
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	CE staff is committed to teaching students how to be proficient in reading and math. Staff understand successful students are active, thoughtful, and construct meaning using a variety of strategies. Formative assessments will be used to guide and modify instruction. Additionally, the formative assessment process will be used to promote a growth mindset and encourage students to take ownership of their learning. Staff will dedicate time for SBAC practice, including computer based IBA's, Grade level practice PT and CT tests, transition SBAC questions for Math and ELA with a focus on PT, CT, and PLC data driven focus point questions. Go Math curriculum Smarter Balanced Assessment book will be used by staff.
Do	<p>ELPA21</p> <p>In order to improve assessment scores on the ELPA21, K-2 students will need to improve assessment taking skills along with continuing to focus on vocabulary and phonics skills. Students in grades 3-6 will need to have a heavier focus on phonics. Professional development will need to be focused on ELL strategies, using GLAD as a jump off point for additional strategies and tools.</p>

ELA

In order to achieve the ELA-related goals stated above, staff will continue to provide multiple opportunities for students to participate in a variety of ELA instruction and activities including explicit teacher-led instruction, collaborative group work, guided activities, and modeling through read-aloud and think-alouds. Staff will expose students to rich, authentic literature and use appropriate scaffolding to make text accessible for all learners. Students will also have time to independently read texts at their individual reading level and process those texts independently. Reading independently provides opportunities to practice and refine the attitudes and understandings gained from teacher-led reading instruction. It also promotes fluency, builds confidence, and challenges the reader to apply reading strategies independently on a variety of texts. Students in grades K-2 will participate in whole class and targeted small group instruction designed to enhance decoding and comprehension skills. Students in grades 3-6 will engage in CIA reading instruction where they are exposed to above and on-level texts and explicitly taught how to navigate these texts. Oral responses will be tracked to examine depth of understanding and areas for intervention. In addition, students in grades 3-6 will participate in book study groups where reading and activities are more student-led. Each grade level will have ELA goals appropriate for the grade level and ability level of the students they serve. 3-6 Staff will dedicate time for SBAC practice, including computer based IBA's, Grade level practice PT and CT tests, transition SBAC questions for ELA with a focus on PT, CT, and PLC data driven focus point questions.

Mathematics

Grade levels will teach math in mixed and ability-based groups so as to expose all students to on-level math concepts while also providing targeted intervention, practice, and support for students who have not yet mastered below-grade level skills. Staff will examine and implement best practice instructional strategies for problem-solving. Interim SBA and released items will be used to reinforce and assess problem-solving skills and PLCs will collaboratively analyze results. Math fact fluency will be increased by regular practice through timed tests and other activities. Staff will dedicate time for SBAC practice, including computer based IBA's, Grade level practice PT and CT tests, transition SBAC questions for Math with a focus on PT, CT, and PLC data driven focus point questions. Go Math curriculum Smarter Balanced Assessment Book will be used by staff, focused on beginning, mid year, and end of year benchmark tests with performance tasks. Go Math Smarter Balanced Assessment Teacher guide: Every teacher will read, study, and implement the Go Math Smarter Balanced assessment

	<p>teacher guide consistently throughout the year based on Plc and leadership team collaboration.</p> <p><i>Attendance</i></p> <p>In order to improve and encourage student attendance staff will implement a classroom attendance incentive monthly. The SIP will monitor absences and a plan will be put into place for students who show chronic absences. The team will contact parents when their students begin missing school, meets with parents to discuss student attendance, and serve as a resource for other teachers and staff who are dealing with students who fail to attend class regularly.</p>
Study	<p>According to the Best Practice New Standards for Teaching and Learning in America's Schools by Steven Zemelman, best practice teaching of mathematical concepts and procedures requires providing experiences that stimulate students' curiosity and build confidence in investigating, problem-solving, and communication. The qualities mentioned in Zemelman's book were also cited in the major reports by the National Council of Teachers of Mathematics (NCTM). The staff will review these findings along with Jan Chappuis' Seven Strategies of Assessment for Learning which contains research-based recommendations about assessment practices, to design problem-solving math instruction that will improve student achievement.</p>
Adjust	<p>In order to achieve the goals stated above, schoolwide reform strategies include:</p> <ul style="list-style-type: none"> ● Strengthen strategies and methods used to teach, reinforce and assess vocabulary need to improve ELL students scores on ELPA 21 and SBAC assessments. ● Use STAR and ELPA 21 assessments to identify student needs and utilize interventions to improve learning for English Language Learners ● Adopt school wide policies and incentives to promote attendance ● Meet regularly to collaborate, review student data and growth, identify and report on student interventions, and share best practices information.
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	<p>Learning targets provide focus for both teachers and students. Communicating the lesson or activities learning targets ensures that students understand what they are working towards. Once students understand the learning target, they are more likely to feel that they can be successful. Students' self-efficacy, or the belief that they can be successful in a task or</p>

	<p>assignment, is critical as research shows students who have high self-efficacy are more likely to persist in their work.</p> <p>Research suggests that an important part of the learning process in all content areas is identifying and confronting misconceptions that can potentially interfere with learning. Checking for understanding is a systematic approach used to improve instruction and provide students with feedback throughout the teaching and learning process.</p> <p>Clear, descriptive feedback supports achievement. Feedback supports cognition because it helps students pinpoint their areas of strength and places for growth and improvement. Information from clear, descriptive feedback supports motivation and also supports metacognition, students' awareness about their own thinking and their use of this self-awareness to regulate their thinking. Some education researchers believe providing feedback is the most powerful thing that a classroom teacher can do to enhance student achievement.</p>
Do	<p>In order to achieve the SIP goals, some specific activities to ensure mastery include:</p> <p>Providing regular comprehension checks for understanding and effective feedback for all students</p> <p>Identifying students chronically absent and implement systems to encourage regular school attendance</p>
Study	<p>The school's Leadership Team will review programs and incentives designed to enhance attendance. The team will also review attendance data for the last several years to identify any trends and brainstorm potential solutions to chronic absences.</p>
Adjust	<p>In order to improve SBAC and ELPA 21 scores interventions will be overseen by principal/reading specialists. Teachers will have easily implemented lesson plans for paraeducators daily or weekly dependent on student's proficiency levels.</p> <p>Building administration will note the presence of learning targets during formal observations and informal walk-throughs. PLC teams will look at learning targets and write success criteria that correspond.</p> <p>Teachers will intentionally plan instruction that includes regular comprehension checks for understanding and effective feedback for all students. Some systems could include student self-assessment, exit tickets, interactive journals, conferencing with students, etc.</p> <p>Students who are chronically absent will be targeted for intervention including phone calls and notes home, incentives for meeting attendance</p>

	goals, and other systems to encourage regular school attendance
COMPONENT #4: COORDINATION AND INTERGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
Plan	Funds will be leveraged to support the building schoolwide plan.
Do	Students will be identified for additional support based on a rank order that accounts for the intents and purposes of each program. Specifically, Title I monies will support professional development in core content to ensure teachers demonstrate the skills necessary to teach students who are at-risk for academic failure.
Study	Through professional development, staff at Connell Elementary will learn best practices in meeting the needs of the variety of students served.
Adjust	Staff will apply appropriate instructional strategies to students served using a combination of funding.

Program	Amount Available	How the Intents and Purposes of the Program Will be Met
Basic Education and Local Levy Funds	\$2,475, 696	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <ul style="list-style-type: none"> -Basic education funds are combined to support the activities listed in components two and three. Examples include: classroom teachers, curriculum materials, supplies, equipment, technology, staff development, substitutes, and educational support personnel. -PBIS materials and incentives -School Safety -Leadership Team -Kindergarten Round-up and 6/7 Transition
Title I, Part A	\$145,140	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education and close

Updated 10-1-2018 by Title I, Part A Office at OSPI.

		<p>educational achievement gaps.</p> <ul style="list-style-type: none"> -Para Educator support (push-in, pull-out models) -Teacher directed interventions (push-in, pull-out models) -Professional development (3 days focused on core content to ensure teachers are working towards closing the achievement gap with our academically at-risk students.) -Family Engagement and coordination
Regular LAP (Learning Assistance Program)	\$180,196	<p>To provide supplemental services for K-6 students scoring below grade-level standard in ELA and mathematics with emphasis focused on K-4 Literacy first, using the Menu of Best Practices to support educational achievement gaps.</p> <ul style="list-style-type: none"> -Utilize a combination of push-in, teacher directed interventions and pull-out interventions. Monitor progress according to RTI tiers and enhance collaboration between classroom teachers and LAP staff. -Combine regular LAP funds with High Poverty funds to organize and implement a summer school program (TBD)
High Poverty LAP (Learning Assistance Program)	\$146,369	<p>To provide extra support for our most at-risk students using the ELA, Math and Behavior Menu of Best Practices to close educational achievement gaps.</p> <ul style="list-style-type: none"> -Extra Para Educator Support (push-in, pull-out models) -After-School Reading Interventions (K-6) -Summer School Program (TBD)
Title II	TBD	Funds are distributed at the district level for all staff and are used for specific professional development opportunities within the grant application. These funds are not allocated for specific services to students.
Title III	TBD	Funds are distributed at the district level for all staff and are used for specific professional development opportunities within the grant application. These funds are not allocated for specific services to students.
Migrant	\$31,331	<p>To provide extra academic support for our migrant students K-6 in the areas of ELA and Mathematics.</p> <ul style="list-style-type: none"> -Extra Para Educator Support (push-in, pull-out models)
Special Education	\$623,995	Special Education Staffing and Support for students on an IEP.