

Schoolwide Plan Additions

Component 2-Implementation of schoolwide reform strategies

B. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program

C. Increases the amount of learning time

D. Includes strategies for serving underserved populations

B. West Washington Elementary School consists of Kindergarten through sixth grade and has developed a curriculum based on the current Indiana Academic Standards. School wide curriculum maps are developed based on the Blueprints from the IDOE. Curriculum maps are updated frequently during collaboration. Grade levels meet on a weekly basis. All strategies and decisions are research based. Students in grades K-3 participate in a 90 minute reading block while students in grades 4-6 participate in a 60 minute reading block. Teachers follow a grade-level reading curriculum map to ensure all standards are taught from the blueprint listed on the IDOE. The core reading framework uses the Wonders program with item supplementation to assure the Literacy Framework components are addressed. Grades K-2 use explicit and systematic instruction in phonics, phonemic awareness, fluency, vocabulary, and comprehension through the use of the Saxon phonics curriculum.

West Washington Elementary also has 60 plus minutes of uninterrupted math instruction daily using Ready Math. Teachers are focused on grade level standards and process standards. Our staff use small and whole group instruction. Hands-on learning experiences using manipulatives are used to help teach math concepts. A teacher resource room that provides manipulatives for both Math and Reading is accessible to all staff. Teachers use cooperative learning as another approach to teach math skills. Grades 3-6 use Math Standards Mastery to reteach skills needed. Standards Mastery is a set of *i-Ready* tools designed to help educators assess individual standards according to their curricular scope and sequence to identify performance trends and learning gaps and to provide differentiated instructional support for students to develop proficiency.

The *i-Ready Diagnostic* is a unique assessment that tests more than grade-level mastery. It meets students where they are, assesses a range of skills, and lets you know exactly what students know and what they need to learn by providing a detailed, customized

evaluation of every student that tracks growth and performance. Reflex Math is used to help master math facts.

Technology is integrated daily into the curriculum through the use of Google Classroom. The students have access to reading programs, Readable English, Reflex math, Iready pathways, and various online materials on their devices that provide additional intervention and enrichment opportunities. All students have access to 1:1 technology.

Our school counselor goes into the K-6 classrooms on a monthly schedule to present activities on career opportunities and social, emotional skills.

C. Grade level assistants at West Washington Elementary are used for instructional purposes in grades K-2. Each teacher assistant works with students in small groups on a daily basis to help provide needed interventions and enrichment for students who demonstrate a need. Our assistants are key in providing additional small group instruction and demonstrate awareness of providing research based interventions for students based on benchmark data or iReady student reports. The assistants are integral to small group instruction and classroom management.

Grades 1-6 are scheduled 30 minutes of intervention time weekly. Instructional assistants provide additional small group or individual assistance during intervention time based on students IReady student reports or other data. Kindergarten-2nd grade assistants were provided professional development on the usage of the Leveled Literacy Intervention program.

D. Tier 2 and Tier 3 reading and/or math instruction time is provided for identified struggling students for grades K-6. This is an additional 30 minutes a day. Tier 3 students receive explicit, intensive, and specifically designed lessons in addition to Tier 1 and Tier 2 instruction. The intensive level of instruction utilizes a combination of research based and evidence-based practices. Programs implemented to meet Tier 3 include Readable English, Leveled Literacy Intervention (LLI), individualized instruction using hands on manipulatives. Tucker Signs in teaching the Alphabet, Florida Center for Reading Research, Orton-Gillingham approach are some of the approaches used for Tier 2 and Tier 3. Students who are “somewhat at risk” or “at risk” for characteristics of dyslexia are given weekly interventions by a Title 1 teacher. Every grade K-5 has one or more teachers trained in the Orton-Gillingham teaching approach.

Beginning in 4th grade, students may be placed in a high ability cohort for advanced math.

To further support teachers, a RTI process is in place to determine support needed for any student regardless of academic or behavioral/emotional need.

Component 3-Highly Qualified Teachers in Core Content Areas

Appropriately licensed and certificated teachers.

All of the staff at West Washington Elementary School is Highly Qualified Personnel.

Component 4-High quality and ongoing professional development for teachers, principals, and paraprofessionals.

West Washington Elementary Staff will/did participate in professional development focused in the area of writing. Staff will be asked to review videos from the Smekens education resource webpage and Smekens will facilitate on-site professional development.

Component 5-Strategies to attract High Quality, Highly Qualified teachers to the school

West Washington School Corporation prides itself on hiring highly qualified teachers. This is shown through the new salary increases, excellent working conditions, and ongoing professional development opportunities. Teachers receive at least 40 minutes per day for planning. Mentors are provided to new teaching staff that work with the new teacher for a period of 2 years. Open positions are advertised on the DOE website and other online outlets. Building level interviews and open discussions within grade levels are conducted. This allows administrators to hire the most qualified candidate for the position. West Washington School Corporation website contains applications for candidates to view.

Component 6-Strategies to increase parent and family engagement, such as literacy services.

A. Description how the school will provide individual academic assessment results to parents.
B.Strategies to involve parents in the planning, review, and improvement of the schoolwide plan.

A. West Washington Elementary provides academic results to parents through the following methods: ILEARN scores, IREAD scores, Midterm grades, IREADY results, Dyslexia Testing and Report Cards are sent home to parents. Parents have Alma Accounts to view their child's grades on a daily basis. Parent-Teacher conferences, in the fall, also allow our staff the opportunity to discuss academic achievement with parents. Telephone conferences are available for parents unable to attend.

B. West Washington Elementary involves parents in planning, review, and improvement of the school wide plan, book adoption, and room parents. Our school wide plan will be made accessible to parents and parent feedback is always encouraged in developing and reviewing this plan. A meeting will be held in May to review the plan with parents included.

Component 7-Plans for assisting pre-school children in the transition from early childhood programs.

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Currently West Washington Elementary School houses a preschool classroom run by the local YMCA. Also, preschool students with exceptional needs are provided services in a special needs preschool. Those students are then transitioned into a Kindergarten classroom where services are continued.

In the spring, local preschools are invited to tour the campus and meet the Kindergarten teachers. In the fall, Meet the Teacher night provided an opportunity for students to meet their teachers, tour the classroom, and bring supplies.

A Kindergarten Readiness screener, through Align Southern Indiana, is administered at the beginning of the school year. Results are used to help preschool programs in surrounding counties prepare children for Kindergarten.

West Washington teachers also screen students during the spring registration. Kindergarten registration is posted on West Washington School social media accounts as well as in the local newspaper.

Component 8-Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.

Teachers are an integral part of the shared leadership present at West Washington Elementary. The teachers are provided with many opportunities to demonstrate leadership within the school and classroom. Each grade level has a Lead teacher that serves as a representative of their grade. Teachers lead school committees and facilitate weekly grade level meetings. Shared Google Drives are used to coordinate and share activities within the school. Participation in RTI meetings using data to discuss and determine interventions for struggling learners is implemented. Teachers work together and analyze student assessment data throughout the year and map the curriculum. An instructional coach is used to support teachers with data collection, analyzing data and developing next steps using best practices. The administrator holds monthly staff meetings that allow teachers to make decisions concerning classroom, student, and building needs that require discussions and problem-solving.

Component 9-Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.

Student Selection Process for SWP:

For our K-2 grades we use IREADY diagnostic as data indicators to determine which students need supplemental instruction. Also the data from the dyslexia testing is used to target certain students for intervention. Also teacher recommendations in grades K-2 are used. IREADY is given three times a year to monitor students' scores and to determine who might need direct instructional academic assistance (Title 1 services).

3-6 graders are given IREADY diagnostic also. ILEARN scores are the second indicator used. Another way to determine students' needs are teacher recommendations. Title services or interventions are daily for 30 minutes beyond regular classroom time in grades 1-6. Kindergarten interventions vary depending on the student.

Mr. Rosenbaum, our principal, and Title 1 teachers oversee IREADY activities managing data and progress monitoring among students.

Faculty and staff at West Washington Elementary will implement a variety of strategies, programs and services to improve the reading abilities of our students. Following the guidelines set by the Indiana Reading Framework a dedicated 90 minute reading block is being implemented. This will be a full inclusion setting, including all special needs learners in the core curriculum. West Washington will be implementing a comprehensive three tier intervention program that will ensure timely and effective intervention for struggling students as well as enriching our high ability students with challenging opportunities for growth. A dedicated 30 minutes of intervention time per day is set aside, through a collaborative effort involving classroom teachers, Title I staff, and Special Education personnel, in which student's individual needs will be met.

Classroom teachers will utilize differentiated instruction methods in their classrooms. By implementing IReady testing, classroom testing, and other means of assessment, students will be grouped within the core 90 minute reading block to their ability level and needs. The focus of the 90 minute reading block will be the five components of reading.

Teachers of all grade levels will work to form literacy groups and utilize best practice reading strategies. Teachers will collaborate in grade level groups and in tandem with Title 1 and special services to analyze data, plan, and develop additional strategies based on student needs.

Component 10-Coordination and integration of Federal, State, and local funds; and resources, such as in-kind services and program components.

List of programs that will be consolidated under the schoolwide plan (if applicable).

West Washington School Corporation understands that funding sources can be consolidated, however the schools do not participate in the consolidation of federal, state, and local funds. Title I funding is used to supplement other programs with the school. Other federal, state, and local funding is coordinated and integrated by West Washington School Corporation and building level administration.

The General Fund provides assistance for teacher salaries and for school level materials needed to enhance instruction.

Title II-Part A Funds are used mainly for class size reduction.

Individuals with Disabilities Education Act funds are used to provide educational opportunities for our special education population.