

Catlin Elementary



SCHOOLWIDE PLAN

Name of Principal: Tim Yore

Date: October 13, 2017

Mission

Hold high academic expectations and develop personal responsibility to prepare students to be successful, active, and positive participants in society.

Vision

Dream, Believe, Succeed

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Comprehensive needs are identified through the use of multiple data sources. The collection, analysis, and response to these data are designed to support student growth for all students at Catlin. Data points also inform professional development needs for building staff.

Catlin's comprehensive needs assessment includes:

- School profile data (including both student and staff demographics)
- Student achievement data
- Student behavior data
- Student attendance data

These data points from multiple sources inform decisions from granular student needs to whole-school perspectives. Additional data sources receive review and response during the school year.

School Profile

Student Demographics

- Washington State's Report Card for Catlin Elementary School shows the following demographic data for May 2017.

	May 2017	October 2017
Student Count	334	359
Free or Reduced Price Meals	75.1%	
Special Education	19.5%	
Transitional Bilingual	6.6%	
Migrant	0.6%	
Section 504	1.5%	



- Enrollment has steadily grown from a low of 248 students in 2011 to 359 students in October 2017.
- The SY 2016-17 attendance data shows an average of 10.5 absences per student at Catlin.
- 95% of Catlin students attend daily.
- Based on a demographics study presented in March 2017, Kelso School District is projecting 8% growth in enrollment over the next five years. Increases in enrollment could impact school resource needs as well as Title 1 needs and allotments.

Staff Demographics

- This particular school year – 2017-2018 – has had some staff changes. Personnel moving to other positions in the district as well as moving away from this city account for many of this year's changes. As a small school, there are many part-time, itinerant certificated positions for specialists and resource staff.
- 52 percent of the 29 certificated staff (classroom teachers, resource teachers, support staff, specialists) are new to Catlin within the last 3 years. Of that 52% new staff, over one-half are first year or in the first three years of their profession. Two of the veteran staff are new to their respective grade levels. A little over one-third of the classified staff are new to Catlin or new to paraprofessional work.
- Catlin began SY 2017-18 with a permanent principal, replacing the interim principal.
- Catlin has one additional third grade position in SY 2017-18 for a total of 16 classroom teachers.



Student Achievement

Historical Data Profile

- Data source: *Washington State Report Card (OSPI)*

ELA	2014-15 Smarter Balanced ELA	2015-16 Smarter Balanced ELA	2016-17 Smarter Balanced ELA
Grade 3	55.2%	38%	50.0%
Grade 4	21.9%	50%	42.2%
Grade 5	42.2%	49.5%	57.5%

Math	2014-15 Smarter Balanced Math	2015-16 Smarter Balanced Math	2016-17 Smarter Balanced Math
Grade 3	71%	39.5%	45.8%
Grade 4	19.5%	44.7%	26.0%
Grade 5	43.1%	34.2%	37.5%

Science	2014-15 MSP	2015-16 MSP	2016-17 MSP
Grade 5	68.1%	57.8%	57.4%



- ELA scores for SY 16-17 increased in both grades 3 and 5. Grade-level scores went down in grade 4. However, SBA ELA scores actually increased for the cohort of students from spring of grade 3 to spring of grade 4.
- SBA Math scores increased in grades 3 and 5 and went down in grade 4.
- Science scores fell by 0.4% in Science.
- School Group Data for Student Growth Percentiles will be added to this document when it becomes available.
- Multiple data sources will be reviewed in data dives with the staff. Data sources include – but are not limited to – Smarter Balanced Assessments, STAR Assessments, BAS Data, WaKIDS data, and curriculum based assessments.
- Data sources will be disaggregated to identify areas of relative strength and weakness in both English language arts and math skills for each grade level.
- Spreadsheets are prepared for each teacher to facilitate the analysis of data. These allow different data sources (e.g., SBA and STAR) with similar Common Core skills proficiency data points to be juxtaposed for a more in-depth analysis. For some particular skills, additional data allows for triangulation of data. All staff are encouraged to “notice” and “wonder” about the data as they collaborate in grade level and cross-grade level discussions.

Strengths

- Catlin school is on-track with its use of multiple academic indicators and systems to monitor and respond to students. Catlin meets the ESSA requirement for monitoring both academic and non-academic data, through its use of both behavior and attendance indicators for all students, knowing that these non-academic measures are closely linked to academic performance as well.
- Regardless of the many changes in staffing, Catlin remains a school community of committed, caring, professional educators. Catlin staff regularly collaborate – grade level and cross grade level – on behalf of students. Collaborative work and professional development opportunities increase professional growth as well. Professional growth opportunities/classes/trainings are well-attended; and, staff continue to share and ask insightful questions beyond the classes and trainings.
- The Title 1 staff is gleaning ideas from exemplary Title 1 programs. Many ideas are from investigating site descriptions of programs across the nation.
- On September 27, 2017, Title 1 hosted a continental breakfast for the annual Title 1 meeting. There were 19 parents, six paraeducators, the principal, the Instructional Coach and the Catlin



Title 1 Coordinator, as well as the District Title 1 Support Specialist in attendance. Many parents were given the opportunity to share suggestions.

- The schoolwide specialist schedule allows for common planning time between grade-level teams providing the opportunity to collaborate, analyze data, and plan accordingly. This year's schedule also allows for increased blocks of longer, uninterrupted instruction time.

Challenges

- **SBA Growth:** On the Smarter Balanced State Assessment, a score of 3 or 4 is a proficient score. Scores of 1 and 2 do not meet proficiency. Although the individual student Smarter Balanced SGPs reveal significant student gains, proficiency scores lag behind. The specific challenge is to maintain or increase student growth to the point that more students are able to meet state proficiency goals (3s and 4s). As soon as the SBA data becomes available each year, we need to identify those students whose growth percentiles are lower (particularly with SGP lower than 35 and do additional targeted intervention based on needs assessments (e.g., Error Analysis, Core Surveys, STAR Instructional Planning Reports).
- **SBA ELA Proficiency:** Performance percentages on State Academic Standards as measured by the Smarter Balanced Assessment show Catlin's grade 3 ELA proficiency is slightly below both district and state proficiencies. Grade 4 ELA proficiency is well below both district and state proficiencies. Grade 5 is above district proficiency and within 1 percentile of state proficiency.
- **SBA Math Proficiency:** Performance percentages on State Academic Standards as measured by the Smarter Balanced Assessment show Catlin's grade 3 Math proficiency is below the district proficiency and is well below the state proficiency. Grade 4 Math proficiency is well below both district and state proficiency. Grade 5 is the same proficiency as the district, but is well below the state proficiency.
- Sustaining student growth will require providing ongoing training. The Instructional Coach will be an asset in supporting professional growth for both new and veteran teachers. The Title 1 Specialist will need to continue providing instructional and program guidance for paraeducators.
- Current district curriculum adoptions reflect standards of their copyright dates (ELA c.2007 and math c.2009), and some of these materials are not completely aligned with Common Core State Standards (CCSS). Adopted curriculum materials are not as strong in the Foundational Skills for K-5 identified in the CCSS. A new ELA curriculum will be adopted for implementation in SY 2018-19. In the meantime, teachers would still benefit from continuing support in using adopted materials and implementing the Gap Analysis Plans to meet CCSS grade level expectations.
- Only three staff members represent Catlin on the District-wide ELA Curriculum Adoption committee, and will be able to pilot the new program. We are expecting a new ELA Curriculum to be fully implemented for the 2018-2019 school year.
- Catlin has some students who struggle with behavior expectations. By tracking frequency and type of referrals, the Culture and Climate Specialist along with other staff members can continue to provide specific interventions aligned with PBIS. Many of the students who struggle with behavior have complicating problems at home; and, school behavior support is an ongoing



– often daily – process. The principal, Culture and Climate Specialist, and teachers work closely with parents/guardians, knowing that establishing positive connections at home can strengthen positive connections for students at school.

- There were 1,259 behavior referrals issued in SY 2016-17. The Culture and Climate Specialist, administrators and teachers continue to work together to improve the referral process.
- Catlin only has half-time counseling service. Students in crisis require a cross-town commute when a counselor is not in the building. More counseling time would help our students who are dealing with drug and alcohol related issues at home, mental health challenges, threat assessments, neglect, and abuse.
- Space at the school and location of the school site make arrival and dismissal a challenge. There is not enough parking for staff, families and support personnel. Large busses in a tight space are a challenge for arrival and dismissal.

Priorities

- As a schoolwide Title 1 program, students benefit from Title 1 support in different ways. All students will continue to be monitored for progress. All interventions will be based on student data. The most intensive interventions – including double interventions from both classroom teachers and Title 1 staff – are provided for the lowest performing students. Intervention groups are kept small in order to increase intensity, opportunities to respond (OTRs), and trajectory toward goals. Student data is monitored at frequent intervals to facilitate adjustments to interventions and membership in intervention groups.
- The school district assessment schedule requires specific assessments for beginning, middle, and end of year. Catlin has chosen assessment intervals for STAR that are more frequent than district expectations. These intervals are close enough to change course if needed, and long enough apart to effect change and measure whether the instruction and/or interventions are making a difference. These standardized data along with frequent curriculum based and formative classroom assessments strengthen instructional decisions and planning.
- Catlin's Data Dives require in-depth analysis of multiple data points – both cohort and trend:
 - ~Smarter Balanced Assessment Proficiency Data by Achievement Level
 - ~Smarter Balanced Assessment Student Growth Percentile Data
 - ~Smarter Balanced Assessment Common Core Target Performance Relative to Proficiency for measured targets in ELA and math)
 - ~STAR Proficiency Data relative to Common Core Targets (all grade levels)
- This year's Data Dives will culminate with each teacher identifying individual classroom ELA and math goals for their students. The next step will involve grade level teams choosing a grade level goal for ELA and one for math. The final step will be choosing a schoolwide goal for ELA and a schoolwide goal for math. The schoolwide goal for ELA currently includes both reading and writing goals: accuracy in decoding and encoding. The schoolwide math goal is accuracy in calculation with multiple ways to solve math problems. These schoolwide goals will be in place until new goals are determined at the next Data Dive.



COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Core Academic Program

- Curriculum expectations at Catlin align with the Washington State Learning Standards and Guidelines for all content areas. These learning standards incorporate the Common Core State Standards (CCSS) in both English language arts (ELA) and math.
- The Kelso School District ELA adoption is *Literacy by Design* (Harcourt, Achieve/Rigby, c.2007). An ELA committee is meeting during SY 2017-18 to review materials for adoption. Full implementation is expected for SY 2018-19. Core materials for Kindergarten and 3rd Grade are being piloted as well as Intervention materials as needed for grades K-5.
- The Kelso School District math adoption is *Math Connects* (McGraw-Hill, c.2009). Kelso School District also supports math for Catlin's students with Compass Learning (Edgenuity), a digital practice program providing differentiated skills practice based on identified needs from STAR assessments.
- Catlin incorporates the Kelso School District K-5 Literacy Instructional Expectations as posted on the district website. These expectations include a tiered model (core, strategic, and intensive) as well as Key Components of a Comprehensive Literacy System.
- A Gap Analysis Plan (GAP) was designed for implementation in SY 2014-15. The GAP process examined and addressed existing gaps between literacy instruction and instructional materials in kindergarten, grade one, and grade two. Teachers in grades K-2 receive support from the district teaching and learning department in the form of GAP plans, curriculum maps, and coaching support.
- GAP Analysis for grades 3-5 began in SY 2016-17. The upper elementary GAP team identified gaps in ELA core instruction and developed action plans for addressing those needs. Based on the identified priority gap—Foundational Skills in Reading—teachers have already participated in specific professional development and are implementing targeted interventions for students. This GAP process will continue in SY 2017-18.



- Catlin teachers are offered instructional support through building level coaches. These instructional coaches provide support in the areas of CCSS, TPEP, GLAD, ELL, Smarter Balanced Assessments, and managing classrooms for optimum instructional benefit.
- Teachers receive specialized training in the use of the Full Option Science System (FOSS) curriculum kits, an active learning curriculum to promote scientific knowledge and thinking.
- The Title 1 Coordinator meets monthly or more frequently if needed, with grade-level teams to identify students with the greatest needs in reading and math. Student services are reviewed and revised based on student need.

b. Well Rounded Quality Learning Time

- A district-wide focus for classroom instruction is to clearly identify learning targets for each reading, math, and science lesson, using the "I can . . . This means . . ." format. Catlin teachers focus on delivering direct instruction that is aligned to the academic language embedded in learning targets. They are expected to explicitly state the goal of a lesson at its beginning, to have learning targets posted, and to help students know and understand the learning objective in each lesson.
- Teachers consistently strive to improve efficiency of transition times. Hallway expectations are taught and posted. Strategic placement of adults, picture schedules, and arrival and dismissal procedures are in place.
- Kindergarten classes are full day, every day for the entire school year. Classroom teachers utilize early learning intervention and teaching strategies based on data from the Washington Kindergarten Inventory of Developing Skills (WaKIDS) using GOLD© dimensions and teaching strategies identified in the first weeks of school.
- A school-wide master schedule provides common planning time for grade levels/ grade level bands as well as our Professional Learning Community teams. Teachers have this time available to collaborate on data review, student growth, Teacher Professional Evaluation Process (TPEP) Cycle of Inquiry projects, student learning goals, and instructional planning.
- On Wednesdays, Title 1/LAP paraeducators conduct progress monitoring of students and/or receive specific instructional training provided by the Title 1/LAP Specialist. Training for paraeducators is provided for strategies and interventions needed to meet educational goals identified by teachers and Title 1 Specialist—both content strategies and instructional behaviors (e.g., active engagement, redirecting students who are off-task, multiple repetitions for new learning, how to adjust intensity, praise and correction feedback, Template strategies, student learning research).



- A school wide plan for behavioral support and interventions is in place. Catlin has developed and implemented the STARS (Scholarly, Trustworthy, Accountable, Responsible, Safe) protocol for behavior expectations. Some additional items include expectations for schoolwide areas with PBIS-like behavior lessons and matrices, STARS tickets, a Think Sheet for behavior modification, and Right Response training for key staff. Each month students in grades K-5 are recognized for making progress in the STARS behavior expectations. Students are recognized at all-school monthly STARS assemblies and parents are invited. STARS names are published in The Daily News, a regional newspaper, in the School News section.
- Student and staff safety will be improved with the implementation of a new dismissal system. Buses have been moved so that they can exit upon all students loading. Parent Pickup will be on the southwest portion of the school allowing for loading six cars at a time. Parking will be increased. Students and families' wait time will be reduced. Behavior concerns with students waiting will decline.
- A Reach Team has been established to provide additional opportunities for stakeholders to participate in policy and procedure decision making. Reach Team members will represent different groups: Paraeducators, grade-levels, specialists, GQP, and school administrators.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

- The Catlin staff recognizes that all children are able to learn, and low socio-economic status does not preclude a student from achieving academically at higher levels. An identified focus for SY 2017-18 – for staff and students – is the belief that *all* Catlin students can learn and grow.
- The most at-risk students are identified in reading and math. Pull-out intervention group size is kept to 3-4 students. Occasionally, groups may include five students; however, the goal is to keep intervention groups smaller for more intensive support. As students make significant gains, they may exit the program and more students are added to the intervention groups.
- Title 1 is incorporating more push-in services this school year in addition to some pull-out services. The combination of both models provides additional opportunities for addressing differentiated needs.
- Students are taught by certificated teachers and specialists. Paraeducators support students with pull-out and push-in models. In some push-in services, the paraeducator is serving Tier 2 students in class, allowing the classroom teacher to provide additional intensive interventions for Tier 3 students.
- Teachers direct classroom volunteers as they deem appropriate.



- Teachers meet monthly (or more frequently, as needed) with the Title 1/LAP Coordinators and the Instructional Coach to discuss student growth, specific learning needs, progress monitoring, and interventions.
- The Collaborative Academic Support Team (CAST) meets every trimester with each classroom teacher to review progress monitoring data, communicate, and collaborate on students' academic and/or behavior concerns. Outcomes include formulating "next step" plans and interventions. Teachers may bring any concerns to CAST. The team is composed of all resource/special services personnel who may have input supporting each teacher's concerns.
- The Pre-Intervention Referral Plan (PIP) Team meets once a week. Students who are in need of the most intensive support are discussed, intervention cycles are planned, and review of these plans takes place based on a district protocol. The school psychologist, counselor, and special education teacher are members of this team in addition to the teacher, instructional coach, and other resource specialists as needed.
- A Culture and Climate Specialist provides behavior support for students who need additional support in making good decisions and changing problematic behaviors.
- *Second Steps*, a research-based program shown to improve behavior, focus, and academic progress, is being practiced with students at Catlin. These methods have been especially helpful during transitions.
- Planning, training, and scheduling of paraeducators support a schoolwide plan to increase academic intervention time for students not meeting grade level expectations. Paraeducators are scheduled for reading and math interventions in 30 minute blocks, four days a week. Students may be served in either pull-out, push-in, or a combination of both. The service model is determined by the teachers and Title 1 specialist based on students' needs. During times when students are in small group pull-out intervention, teachers are providing tiered small group instruction for those students who are in class.

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

For Part 4

Funding

Program	Amount Available	How the Intents and Purposes of the Program will be Met
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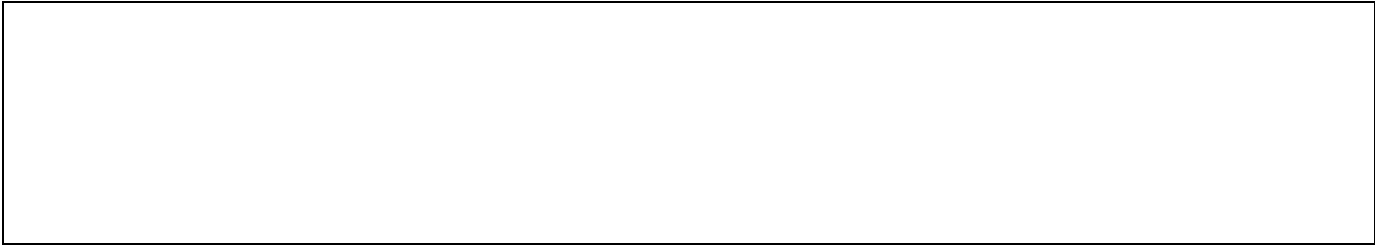


Basic Education		Provide all students with instruction aligned to grade level specific Washington State Standards including differentiation and enrichment services as needed.
Title I, Part A		Schoolwide Title I, Part A provides all children with opportunities to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title II, Part A		Preparing, training, and recruiting effective teachers, principals, and other school leaders.
Title III		Ensure that Limited English Proficient (LEP) students, including immigrant students, develop English proficiency and meet the same academic content and academic achievement standards outlined for each grade in the Washington State Standards. Funds are used to implement language instruction (listening, speaking, reading, writing) designed to help LEP students achieve these standards.
Learning Assistance Program (LAP)		LAP provides all children with support opportunities based on the Best Practices and Strategies guides for English Language Arts, Math, and Behavior provided by OSPI.
Special Education		Special Education supports the identification of students with specialized learning needs, as well as the preparation of Individualized Education Programs (IEPs) for students in compliance with the Individuals with Disabilities Education Act (IDEA).
Local Levy		Technology
Total		

Title VII (Indian, Native Hawaiian, and Alaska Native Education) Students served in the Catlin Indian Education program receive support for their unique educational and culturally related academic needs

Coordinated Services:

- There is a combination of Title 1 and LAP funding to provide services for Catlin students. Both Title 1 and LAP funding is used to support the reading and math requirements for Catlin students who show the greatest need.
- Title 1, Part A provides intervention for students who are identified as “at risk.” Interventions may include, but are not limited to, academic (ELA and math) as well as social-emotional areas. Title 1, Part A also funds schoolwide staff development and parent involvement activities.
- State LAP funds a full implementation of reading strategies and interventions with a K-4 literacy focus.



Component One – 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, family involvement, 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.

Needs assessments include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their Title I, Part A program.

Essential 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 the academic progress of English language learners?
- To what extent are discipline issues impacting students?
- What is the level family and the community support at the school?
- 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, high schools at 9th grade course completion.
- How have you identified the following areas of concern within your needs assessment:
 - Family Engagement
 - Transitions Between Grades and/or Schools
 - Technology
 - Professional Development
 - Schoolwide Tiered Models of Instruction
 - Behavior and Discipline
 - Well Rounded Education
 - Secondary Education Program Needs

Component Two—Schoolwide Reform Strategies

Schoolwide programs need to have a schoolwide focus. ESSA's new focus is on a well-rounded education. Schoolwide programs should focus on supporting all students within the school.

There are several ways to ensure schoolwide focus:

- Targeting a range of subjects, including literacy, science, & mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

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.

Essential Questions

Does the plan's schoolwide reform:

- 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 continuing as a priority or focus school in 2017-18, how do your strategies incorporate the 7 turn around principles?

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 yet 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. Schoolwide plans should have strategies for students who may fall behind on key skills or are in danger of dropping out.

Schools may choose to meet the academic and non-academic needs of these students. This provides schools significant flexibility in improvement student achievement with strategies, including:

- Counseling and mental health support
- College and career readiness
- Tiered behavioral support
- Preschool transition support
- Professional development for staff
- Intensive academic support for students

Essential Questions

- How does the plan support the most at-risk students in the school?
- What strategies and programs will we use to help at-risk students remain or get back on track?
- What is the school doing 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?
- Does the plan incorporate a wide range of strategies, programs, and activities, including:
 - Counseling and mental health support
 - College and career readiness
 - Tiered behavioral support
 - AP & International Baccalaureate courses
 - Preschool transition support
 - Professional development for staff
 - Intensive academic support to students

Component Four—Coordination and Integration

The schoolwide plan should show how federal, state, and local services work together to improve outcomes. The plan must show how the district coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated, as well as how the funds will be used to meet the specific intents and purposes of each program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other federal education programs. Schools must name the specific state, local, and other federal programs that they will combine under the plan. If a priority/focus school, make sure the plan addresses school improvement efforts and funds.

Essential 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 to combine funds connect to 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?
- If a priority/focus school:
 - Does the plan include school improvement funds?
 - How are schoolwide funds being leveraged to support school improvement efforts?