

Wallace Elementary



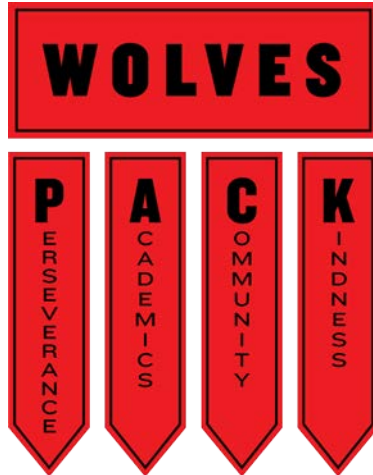
SCHOOLWIDE PLAN

Name of Principal: Ray Cattin

Date: October 4, 2017

Mission

To prepare Wallace Elementary students for success through emphasis on PACK traits:



Vision

Excellence: Expect it, Believe it, Achieve it!



COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Wallace Elementary School is the longest continuously operating elementary school in Kelso, Washington. Wallace serves as a community hub for students, their families, and neighborhood groups.

School Profile Data

Student Demographics

OSPI Washington State Report Card (May 2017)

	May 2017
Student Count	374
Free or Reduced Price Meals (FRP)	89.6 %
Special Education	18.2 %
Transitional Bilingual	22.2 %
Migrant	0.8 %
Section 504	1.3 %



- Wallace serves the highest percentages of FRP, SpEd, and Title III (English Learners) among the seven elementary schools in Kelso. Wallace's Special Education programs serve students through a Resource Room and two EBD (Emotional/Behavioral Disability) Classrooms as well as OT, PT, and Speech support services.
- Incoming student enrollment and withdrawals average between 10 and 30 per month.

Staff Demographics

2017-18 Certificated Teaching and Support Staff

K-5 Classroom Teachers	18
Special Education Teachers	3
Specialists (PE, Music, Library, Technology)	2.4 FTE
SpEd support (OT, PT, Speech)	3 part-time
Counselor, Instructional Coach, Climate, Dean	3FTE
Title 1 / LAP Instructional Specialist and Coordinator	1

- Classroom teachers, special education, Title 1, and coaching positions are full-time. All other certificated positions are part-time.
- Fourteen of 21 certificated classroom and special education teachers have fewer than three years at Wallace.
- Eleven of 21 certificated classroom and special education teachers have fewer than three years of experience.

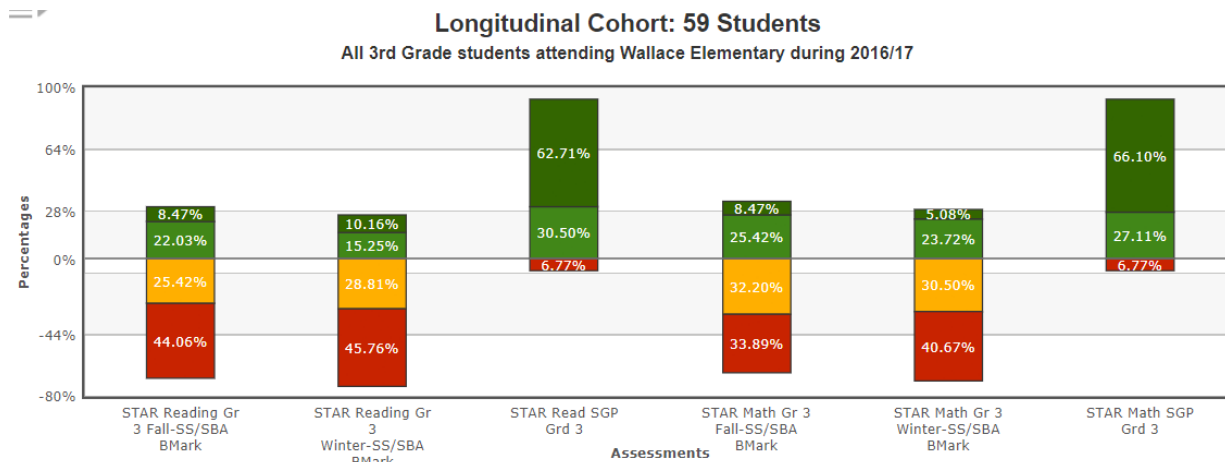
2017-18 Classified Staff

Office	1
Health	1
Paraeducators	16
Translators	1

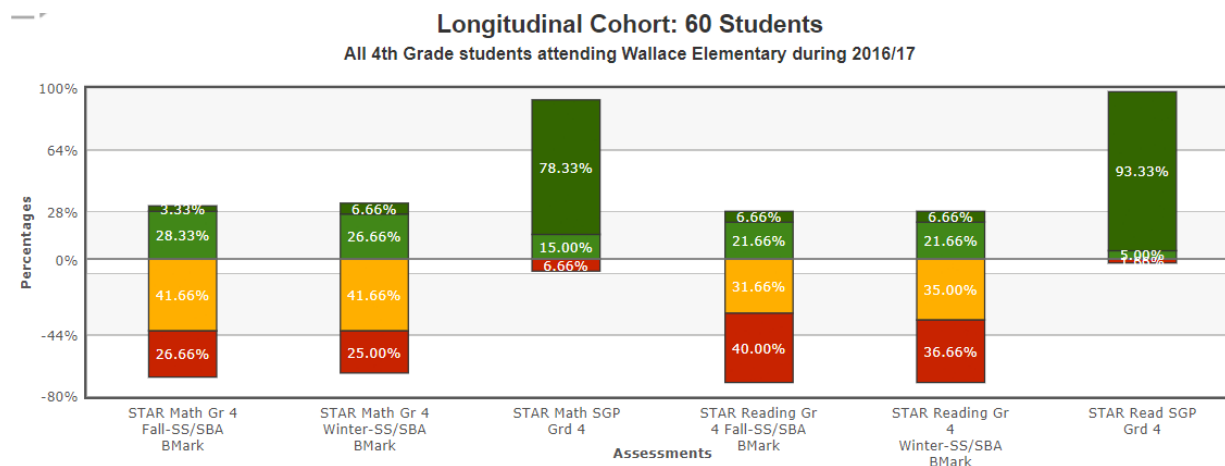
- Paraeducators work in the areas of Title 1, Special Education, and Basic Education (recesses, meals, and other supervisory duties).

Student Achievement Data

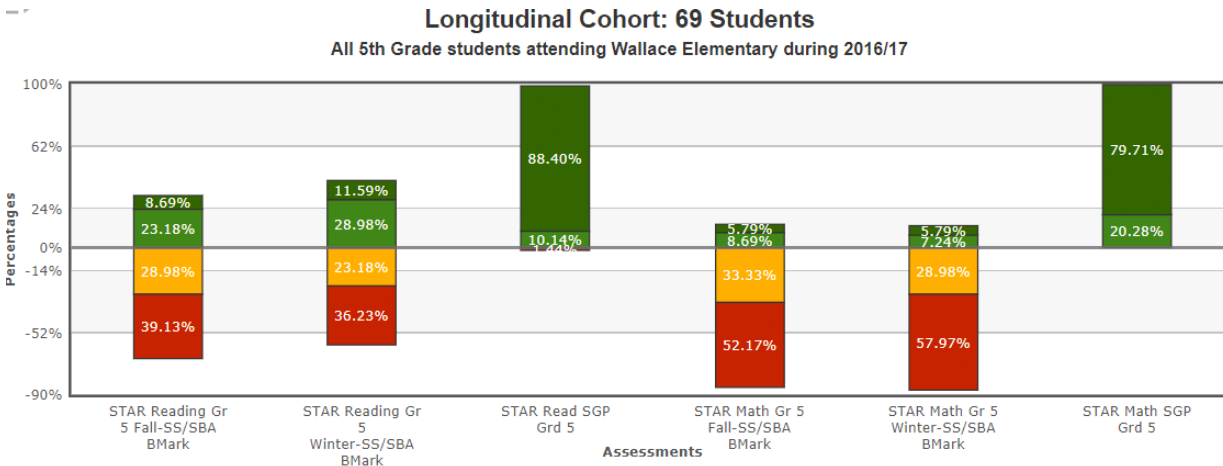
Grade 3 STAR Reading and Math



Grade 4 STAR Reading and Math



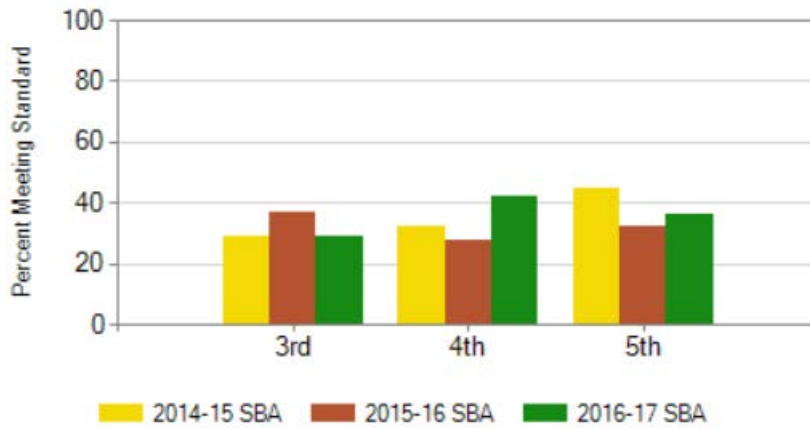
Grade 5 STAR Reading and Math



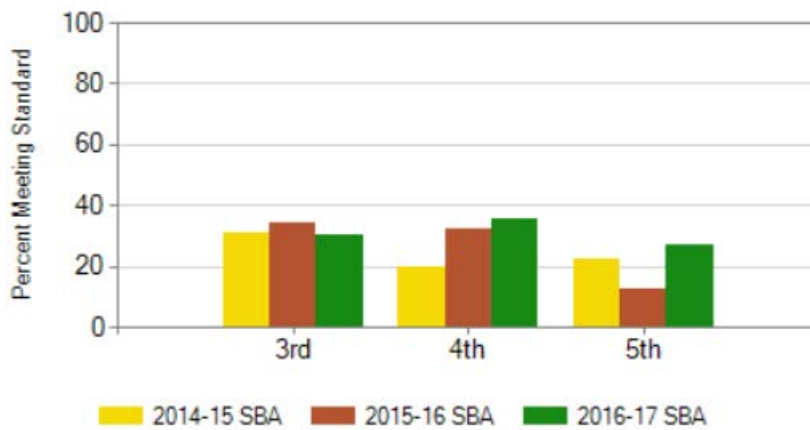
- The student growth percentiles in both math and reading (as measured on the STAR fall and winter benchmark assessments) for all 3rd, 4th grade and 5th grade students at Wallace Elementary are illustrated above. The student growth percentile is measured as low (in red), typical (light green) and high (dark green). These scores are compared against students nationwide that have similar fall scores, in order to have an accurate comparison in academic growth.
- Student Growth Percentiles on these data charts are scale scored against a Smarter Balanced benchmark, and show significant gains throughout the year. Typical and High growth on reading and math for Wallace students in these grades is between 93%-100%.

Washington State Report Card (OSPI) Smarter Balanced Assessment

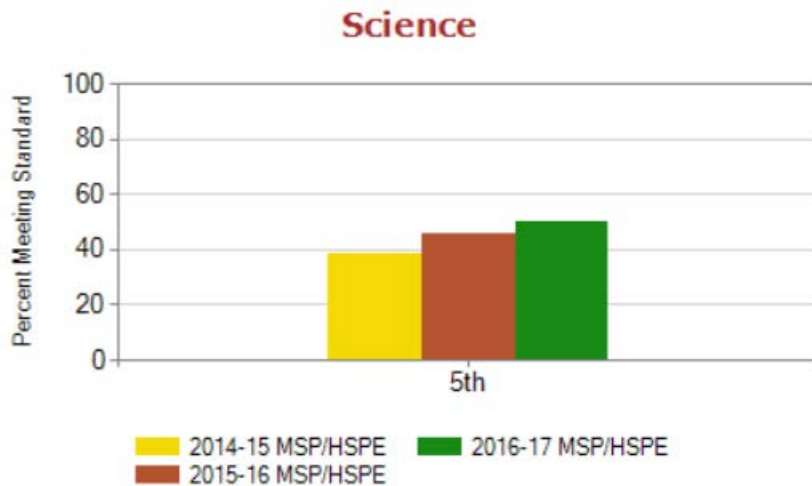
English Language Arts



Math



Washington State Report Card (OSPI) Measurements of Student Progress



- The graphs above show an increase in the percentage of Wallace students meeting standard on the Smarter Balanced Assessment in ELA (English Language Arts), Math, and Science. Third grade had a slight decrease in math and reading from 2015-16 to 2016-17. All other areas showed an increase in students meeting standard from the previous year.

Attendance

- Average daily absences range from 15-25 per day.

Data Sources

Wallace follows the Kelso School District Assessment Calendar. In addition to required assessments, Wallace collects and analyzes data from the following sources.

Assessments for **Reading** include the following:

- ✓ Kindergarten: Evaluation is based on district literacy readiness assessments, STAR Early Literacy Assessment, Benchmark Assessment System, LLI reading program, Classroom Based Assessments (CBA)
- ✓ First and Second Grade: Benchmark Assessment System, LLI reading program, STAR Early Literacy Assessment, STAR and Classroom based assessments
- ✓ Third –Fifth Grade: Smarter Balanced Assessments, STAR reading, Classroom Based Assessments, Benchmark Assessment System, LLI reading program



Assessments for Math include the following:

- ✓ Kindergarten: Evaluation is based on district math assessments, CBA
- ✓ First and Second Grade: CBA
- ✓ Third-Fifth Grade: STAR, CBA, Smarter Balanced Assessments
- ✓ All grade levels administer the Math Connects math tests

Classroom teachers, the ELL teacher, special education teachers, and reading specialists administer other diagnostic tests as needed throughout the year.

Assessments for Writing include the following:

- ✓ Each grade level keeps a portfolio of the students' writing to follow the students to the next grade level
- ✓ All grade levels participate in building wide writing assessments 3x per year
- ✓ Third-Fifth Grade: Smarter Balanced Assessments

Parent and Family Engagement

The strategies planned to increase meaningful parent/family involvement are to:

- Distribute the Parent Involvement Policy and the Parent/Student/Teacher Compact at parent/teacher conferences
- Create activities that provide opportunities for parents to assist their children in academics
- Create activities that encourage communication between school and home
- Provide opportunities for families to receive mental health care
- Provide opportunities for families to have fun together
- Employ an interpreter who works with students, staff, and families
- Engage a parent Involvement Coordinator to facilitate parent events and parent involvement

Parent involvement activities are organized under the direction of the Wallace staff. Opportunities for parent involvement are plentiful and varied. Wallace has become a neighborhood parent resource center which builds ties between school and home. Anticipated parent involvement activities include:

- Family math and literacy nights
- Thanks for Giving Food Baskets and other holiday help
- Gingerbread house building night
- Schoolwide Planning Team and Parent Teacher Organization (PTO)
- Volunteer training
- Parenting education including Love and Logic
- Workshops and involvement opportunities offered through the LINK After School Program

Teachers maintain frequent and ongoing contact with parents regarding student progress and performance. Contact occurs via telephone calls, home visits, conferences, progress reports, email, parent communication log, newsletters, and report cards. Written communication and conferences are available in Spanish, and Chuukese, as well as in English.

The South Kelso Neighborhood Association meets at Wallace Elementary the third Thursday of every month. There are several members of this association who are also members of the PTO, and their mission and work affects both the neighborhood and the school.



Alternative Calendar and Intersessions

- Wallace School has operated on a modified “year-around” calendar for 20 years. This calendar is an integral part of the success of Wallace Elementary. Parents were surveyed in the spring of 2009—well over 90% of those parents responding prefer the Wallace Calendar to a traditional school calendar. The Wallace Alternative Calendar is an integral component of our students’ success and is engrained into the culture of the students, families, staff, and community which our building serves.
- There is an enrichment program offered for students during intersessions. During Intersession students are invited to take part in additional learning opportunities revolving around a specific theme.

COMPONENT Two – Schoolwide Reform Strategies

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

As a result of schoolwide planning, the key components of reading instruction are:

- All students/teachers are impacted through the use of an instructional coach.
- All K-5 grade students will receive small group reading instruction provided by the classroom teacher.
- Tier 2 students will receive an additional 30 minutes of reading instruction per day from an instructional assistant.
- Tier 3 students will receive an additional 30 minutes of reading instruction 4x per week from a reading specialist.
- Students will receive at least 90 minutes of reading instruction daily.
- Students will practice literacy skills using technology (IPADs, Chrome books, computer programs).
- Classrooms participate in a reading buddy program in which younger students read to older students.
- Title I will coordinate with special education and ELL to provide small group reading instruction.
- Spanish interpreter will work with students, staff, and parents.
- Reading staff will coordinate with classroom teachers to support classroom instruction.
- Staff will work together in grade levels and as a building to create themes and units of study to enhance reading comprehension.
- Reading instructional materials include: Leveled Literacy Intervention, Read Well Reading Program, Ready Readers, Accelerated Reader Program, sets of novels, SRA, Reading Mastery, Fountas and Pinnell Phonics program, access to literature in the school bookroom and the core program- Rigby Literacy By Design
- Staff will align the reading curriculum with the Common Core Standards for English Language Arts.

As a result of school wide planning, the key components of writing instruction are:

- Staff will participate in district and building writing professional development
- Students will utilize technology in the writing process
- Staff will work together in grade levels to develop units of study to provide meaningful writing opportunities in a variety of genre.
- Teachers will utilize Smarter Balanced writing assessment practice and Step up To Writing in their writing instruction.



- Staff will assess and score grade level writing assessments 3x per year.
 - Staff will have training on the writing scoring rubric and will teach their students to self-assess using the rubric.
- Staff will align the writing curriculum with the Common Core Standards for English Language Arts.

As a result of school wide planning, the key components of math instruction are:

- The computer lab will be used to provide students with the Hybridge Compass Learning and Math Connects program. Students will receive daily instruction for a minimum of one hour per day.
- Students will have the opportunity to participate in math activities offered through the Title I program. Activities include daily homework help for math and math nights for students and parents.
- Manipulatives and other math materials are available for teachers and students.
- The supplementary Number Corners Math Program is available for kindergarten through fifth grade.
- Math Connects Triumphs curriculum can be used within the Title and Special Education programs.
- Teachers are using strategies to align math instruction with Smarter Balanced Assessment requirements.
- Teachers are using the Math Connects program aligned to the Common Core State Standards.

Special Populations

- English Language Learner (ELL) staff will work with classroom teachers and the reading specialists to supplement the reading program and assist ELL students where appropriate.
- Highly Capable students are clustered in one classroom per grade level. The teacher receives support from the district Highly Capable Instructional Coach.
- Special Education staff will coordinate with the classroom teachers to provide appropriate services to students with Individual Education Plans.
- Special Education staff will coordinate with the classroom teachers to provide small reading groups for all students including ELL, special education and Highly Capable students.
- Paraeducators provide additional math and reading assistance to targeted students.
- Educational assistance is provided to students of Indian descent through the Indian Education Program
- Our Spanish Interpreter will work with staff, students, and parents to ensure access to all.

Component #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

Tiered Response and Intervention

Students who are experiencing difficulty mastering skills and meeting standards will be identified through the grade level assessments and teacher observation of student performance. Decisions are based on multiple data points. An RTI (Response To Intervention) team meets with teachers to identify students with academic or emotional needs and provides them with additional strategies and further support through the RTI process.

- When a student first begins experiencing academic difficulty, teachers inform the parents via a telephone



call or letter home. If the student continues to experience difficulty, the teacher may request a conference with the parent and other involved teachers. Consultation with academic coach, principal, reading specialist, and resource teacher are also available to staff. Additional academic interventions and further student evaluation may be recommended. Teachers continue to contact the parent with feedback regarding the student's performance. A special education referral may be initiated by the teacher if a student's progress continues to be unsatisfactory.

Through daily PLC times, teachers are able to further identify and develop academic intervention programs and varying modes of instructional supports for their grade level students.

An RTI team meets each week to brainstorm ideas to assist students experiencing academic, behavioral, or emotional difficulty. The focus in the reading groups is adjusted to meet the students' needs based on feedback received from assessments and teacher observations. Reading group configurations are frequently changed based on student performance and need. Instructional assistants work individually with students experiencing difficulty in reading and math. Students are referred by their classroom teachers to attend after school activities offered through the LINK/PEP Program. Students experiencing difficulty in reading, math, and written language may also be referred to the special education teacher for additional evaluation and instruction when needed. Students experiencing difficulty with math in grades 1 through 3 are given extra assistance in the classroom.

Wallace Guidelines for Success have been implemented building wide (PBIS strategies). Last year, Wallace, began utilizing the mascot (wolves) and adopted the acronym PACK, representing Perseverance, Academics, Community, and Kindness. These four traits are woven into all aspects of student life at Wallace. Monthly awards assemblies all have a theme, which rotates through each of the PACK traits. Students who are recognized receive a PACK shirt. The 5th grade this year also began a new tradition called the PACK Pride Team. Each month six students (two per 5th grade class) who have written a letter of application and have been accepted, meet daily for 10 minutes before school to pick up any litter on the school grounds. At the end of the month, these students are recognized for giving back to the school.

The focus in reading groups is adjusted to meet the students' needs based on feedback received from assessments and teacher observations. Reading group configurations are frequently changed based on student performance and need. Instructional Assistants work individually or with small groups of students experiencing difficulty in reading and math. Students are referred by their classroom teachers to attend after school activities offered through the LINK/PEP Program and the 21st century grant. After multiple interventions, student experiencing difficulty in reading, math, and written language may also be referred to the special education teacher for additional evaluation and instruction when needed. Students experiencing difficulty with math or reading in grades kindergarten through fifth are given extra assistance in the classroom, or with an RTI intervention program.

Any staff member can initiate the decision-making process regarding a student's performance. Staffing may occur at an informal or formal level. All staff involved with a student are invited to attend a staffing and/or a student services team meeting and participate in the decision-making process. A specific example would be the grade level PLC's. The teachers meet together to discuss student progress, study data, and determine what additional supports students may need.



An additional intervention this year is the use of AMP (AM program). Utilizing this before school program time, teachers can refer students that need extra math support for supervised intervention using the Hybridge Compass Learning program in the computer lab.

Professional Development

In an attempt to offer the students the best possible teaching techniques and curriculum, staff members attend workshops, conferences and classes and read research regarding best practices in literacy and math. Staff members participate in trainings in the following areas; Smarter Balanced reading, math, writing and scoring, Daily 5, BAS, Leveled Literacy Intervention, STAR, PLC, CCSS and training in GLAD. This year staff were also trained in AVID strategies, Hybridge Compass Learning (math), and Lucy Caulkin's Units of Study—reading and writing.

The Wallace reading program is based on research which indicates that an effective literacy program offers a balance of instructional grouping arrangements: whole-group, small-group, individual guidance, and independent practice.

In addition, the Wallace staff will be participating in embedded GLAD (Guided Language Acquisition Design) training, workshops, and instructional coaching with our districts GLAD Coach (TITLE III funded). On-going professional development in these areas will occur all year.

In order for students to become successful on state and national assessments and in the work place, our students will need to have considerable practice in problem solving situations where they are required to think through the process, deal with multiple sources of information, and explain their reasoning orally and/or in writing. This might best be done in a group setting, dealing with real life situations. (A Decade of Reform, Research Report #3, April 2003)

The Title I plan was developed cooperatively with students, staff and parents. The staff has been involved in the planning and implementation of the Title I plan and the assessment of the students. Assessment results and research in best practices, as well as our parent survey and staff needs assessment, provide the basis for our school's planning.

The parent survey results revealed overwhelming support for our reading, math, and parent involvement programs. Assessment results indicate that we are steadily improving our students' performance in reading, writing, and math. Although students are improving, we continue to strive to meet rigorous academic standards through staff development and research, curriculum, and instruction.

Wallace Elementary has incorporated grade level teaming as a result of the Professional Learning Community process. Teachers meet 3 times per week for 30 minutes a day—in addition to their already scheduled individual planning times. These team meetings are agenda driven and based on SMART goals that are established through the building SIP and school assessment data. SMART goals and data in relation to the achievement of the goals are shared with the principal and within vertical teams. Feedback is routinely shared through informal staff conversation and through formal team meetings and assessments. Teachers also meet during their PLC time with the instructional coach, cross grade level teams, special education (EBD



and resource), and LAP staff.

Teachers receive specialized training for the Hybridge Math program that integrates technology, math, and is responsively tied to STAR assessment and data

English Learners – Title III – Limited English Proficient (LEP) and Immigrant Students

- First languages spoken at Wallace include: English, Spanish, Chuukese, Vietnamese, and Somali.
- Students who qualify for LEP services may be served in pull-out or sheltered, in-class models depending on Washington English Language Proficiency Assessments (WELPA).
- The majority of classroom teachers are training in GLAD (Guided Language Acquisition Design). New teachers are scheduled for GLAD training during their first years of teaching.
- Teachers received specialized training for the Hybridge Math program that integrates technology, math, and is responsively tied to STAR assessment and data.

Behavior and Discipline

- There is a full time school counselor available for students as well as outside counseling available through Sea-Mar and Core Health to meet with students at school. Wallace also has a half-time Culture and Climate Specialist and half-time Dean of Students.
- Second Steps guidance and counseling curriculum (emotional regulation, bullying prevention, problem solving) is taught schoolwide in all classrooms.
- The school's mascot (wolves/wolfpack) is used throughout the school to establish and promote culture and climate. The PACK traits (Perseverance, Academics, Community, Kindness) are the foundation of the PBIS system at Wallace. Awards assemblies focus on one of these traits each month as well as the academic focus.
- Variety of positive reinforcement strategies are utilized—bucket filler economy, Wolf 100 recognition, and PACK shirts for above and beyond expectations for academics, behavior, and citizenship.
- Wallace uses a Planning Center as a key piece of the behavior intervention program. Students can self-refer or be referred by staff to work on classwork in a small setting with an instructional aide or to create a plan to correct behaviors that impede success.
- Behavior data is tracked in SWIS as well as Skyward. The SWIS data is analyzed in grade level PLC's monthly with the Dean of Students/Culture and Climate Specialist.



Transitions

Preschool Transition

- In the spring of 2017, Wallace had a Back-to-School night to welcome incoming kindergartners and their families (home and outside preschools). Children met teachers, visited classrooms, and talked about expectations. This will be repeated in the spring of 2018.
- Kindergarten teachers met with Head Start staff from the area, and discussed incoming students. Communication among participants included how Wallace staff could support the transition from Head Start to kindergarten. Surveys were provided to determine how Head Start could support Wallace kindergarten programs.

Transition from Grade 5 to Middle School

- The principal, assistant principal, and counselor of the receiving middle school visit Wallace every spring to present information, talk about class offerings, and share expectations. Students participate in question/answer opportunities with the visiting middle school staff.
- Near the end of the school year, the entire fifth grade class visits the middle school and spends a portion of the day touring the facility and visiting classrooms.
- The first day of middle school is only for sixth grade students as a transition day.

Technology

- Nine Chrome carts are utilized by students. There is one cart for every three classrooms, one for the resource/EBD, and an extra cart in the library. This, combined with the computer lab using desktop computers, allows for a 1:1 student to computer ratio. The chrome carts are shared by grade level teams and are used to support all subject areas—Hybridge for math, AR for reading, and STAR math and reading assessments for monthly progress monitoring, as well as word processing, internet research, and Destiny for searching library collections. The computer lab is a teaching space once per week for all students, with extra time allotted for classes. In grades four and five, students are able to utilize Google classroom and all students in grades four and five have Google accounts.
- There is a technology coordinator on site as well as district technology specialist support available.
- There are multiple technology classes offered for staff at the district level and technology support offered by Brenda Sargent, Education Technology Specialist.



- Every classroom is equipped with a SMART board, projector, document camera, and teacher laptop for presentation. Each classroom has an additional 4-6 chrome books stationed for reading and math groups.

Component #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Integration of Reading Intervention

- Wallace provides a Walk-to-Intervention program in reading for all grade levels. This means that all staff – Title, LAP, Special Education, and Basic Ed teachers, and paraeducators – work with small groups based on their particular needs. Depending on the needs, groups may consist of a combination of general education, Title, LAP, and SpEd students. Services are provided by need, rather than by funded designation.
- Groups are flexible and change frequently as needs change based on progress monitoring and data. The students with the most intensive needs are served by the most highly qualified professionals.

Additional Coordination and Integration

Wallace is an active participant with other schools in our district in any in-service activities that align with our major goals in literacy and math. Teacher representatives attend district programs and bring back ideas to share with staff in formal meetings, as well as informally with their colleagues.

Wallace offers evening gatherings each year, several of which are organized by the Wallace staff members. Parents and students are invited to an academic activity that both reinforces what is occurring during the day for students, as well as assisting parents in their understanding of the curriculum and how they can assist their children to improve their academic performance.

- Our resource teacher, instructional coach, and ELL staff work closely with our Title I teachers to coordinate their instruction with the goals of the title program. They implement these goals when working with all teachers and instructional assistants with small reading groups.
- Head Start personnel and kindergarten staff meet regularly to coordinate programs, activities, and the transition from Head Start to kindergarten. Head Start is housed in a classroom at Wallace Elementary and is integrated into the school culture.
- Each year our staff meets in grade levels on a regular basis to assure that what they are teaching is aligned with the state and common core standards and those students within a grade level will experience substantively the same activities, regardless of what teacher they have. The staff will meet multiple times this year to design a building-wide plan that articulates the activities related to the



building goals for all grade levels.

Funding Source	Amount Contributed	How funds will support Schoolwide Program goals
State BEA		Funds classroom teacher positions in the building to provide content instruction to students in grades K-5.
State LAP		Funds a full implementation of reading strategies and intervention with a K-4 literacy focus.
Local Levy		Supports additional teaching positions in the classroom and specialty areas.
Fed. Ed. Dept.		
Title IA		Provides intervention for students who are identified as “at risk”. Interventions may include, but are not limited to, social-emotional and academic areas. Title 1A funds building wide staff development and parent involvement activities.
Title IC		
Title IIA		
Title IIB		
Title III		
Title IVA		
Title IVB		
Title V		
Local Levy		Technology

