



Kenroy Elementary School

Title 1 Part A - Schoolwide Plan

2022-23

Planning Team			
Name of Team Member	Position/ Representation	Signature	Date
Hannah Veteto	Chairperson		11-15-22
Kristy Daley	Principal		11-15-22
Erin Coyle	Asst. Principal		11-15-22
Angie Velazquez	Secretary		11-15-22
Carrie Ballard	Teacher		11-21-22
Kim Remsberg	Teacher		11-15-22
Nicole Daggett	Teacher		11-15-22
Mckenzie Bostwick	Teacher		11-15-22
Amy Johnson	Teacher		12/6/22
Dustin Johnson	Teacher		11/15/22
Rebecca Cattin	Paraeducator		11/5/22
Susan Gardner	Parent		11/15/22



2022-23 Mission/Vision Statement

Mission: Kenroy Elementary ensures high levels of learning for all in a safe and caring environment.

Vision: Our vision is to create an equitable and inclusive school community highly regarded for its academic rigor, growth and positive relationships with students, staff and families.

Collective Commitments:

- I will care and advocate for all students and colleagues.
- I will work collaboratively and take responsibility for the success or struggles of individual students.
- I will use evidence-based instructional strategies that give all students equal access to learning.
- I will use data from common assessments to address the learning and behavioral needs of each student.
- I will be a positive, contributing member of my collaborative team.
- I will care for and treat my colleagues with respect, and engage in open and honest conversations.
- I will include parents/guardians and the community in the learning process and encourage all parents/guardians to be involved.

Culture of Equity Statement

Educational excellence can never be achieved at Kenroy Elementary unless it is achieved for each and every student at our school.

Kenroy students experience inclusive education when they access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. At Kenroy, we will continue to work on inclusionary practices that are embedded in all aspects of school life, and supported by our culture, policies and everyday practices.



Component 1: Comprehensive 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 program.

Describe how the needs assessment was conducted. Include who was involved and what data was gathered.

- **Data Studied in Needs Assessment**

- DIBELS Benchmarking- Staff & Admin
- PASI/PSI (Reading Diagnostics)- Staff & Admin
- Perception Data- Site Council & Admin
- SBA (ELA/Math)-3rd-6th Staff & Admin
- WIDA (ML Data)- ML Team & Admin
- iReady Math & Reading

- Fall 2022- Grade-level teams used DIBELS reading assessments to determine Reading Academy Interventions and student placement. RTI staff administered the PASI/PSI diagnostic reading assessments to find specific areas of focus for our most intensive students.
- October 2022- School Satisfaction Surveys distributed to students, parents and staff- reviewed by site council and administration.
- Spring 2022- Smarter-Balanced Assessments were given to 3rd-5th grade students. There is on-going review of this data by 3-6th staff and administration.
- WIDA Data (spring 2022)- Reviewed by Multilingual staff and administration

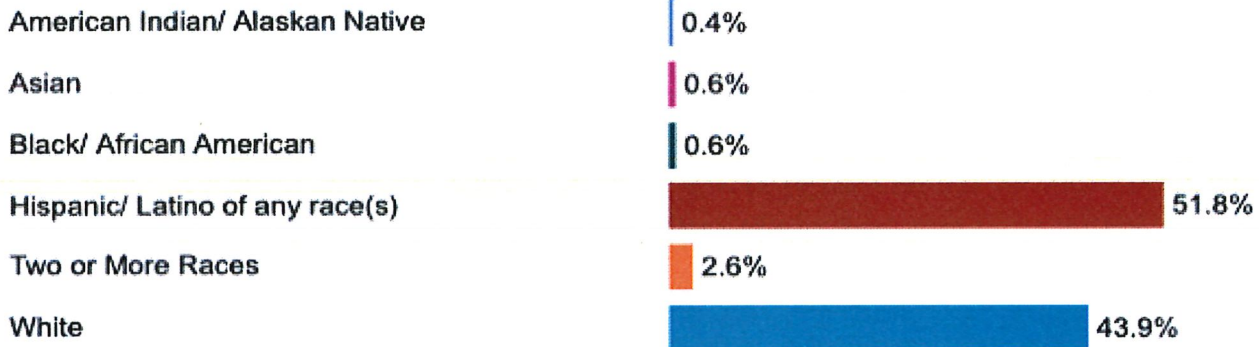


Describe the Demographic trends of your school. (Include grade levels served, enrollment, % of each subgroup)

Gender



Race/Ethnicity



467

Students Enrolled
2021-22 School Year



73.0%

Students Regularly Attend
2020-21 School Year

48.1%

Met ELA
Standards

36.9%

Met Math
Standards
Spring 2022

36.0%

Met Science
Standard



\$15,130

Per-pupil Expenditure
2019-20 School Year



Graduated in 4 Years
2020-21 School Year



31

Number of Classroom
Teachers
2020-21 School Year



39.3% 33.7%

High Math
Growth

High ELA
Growth

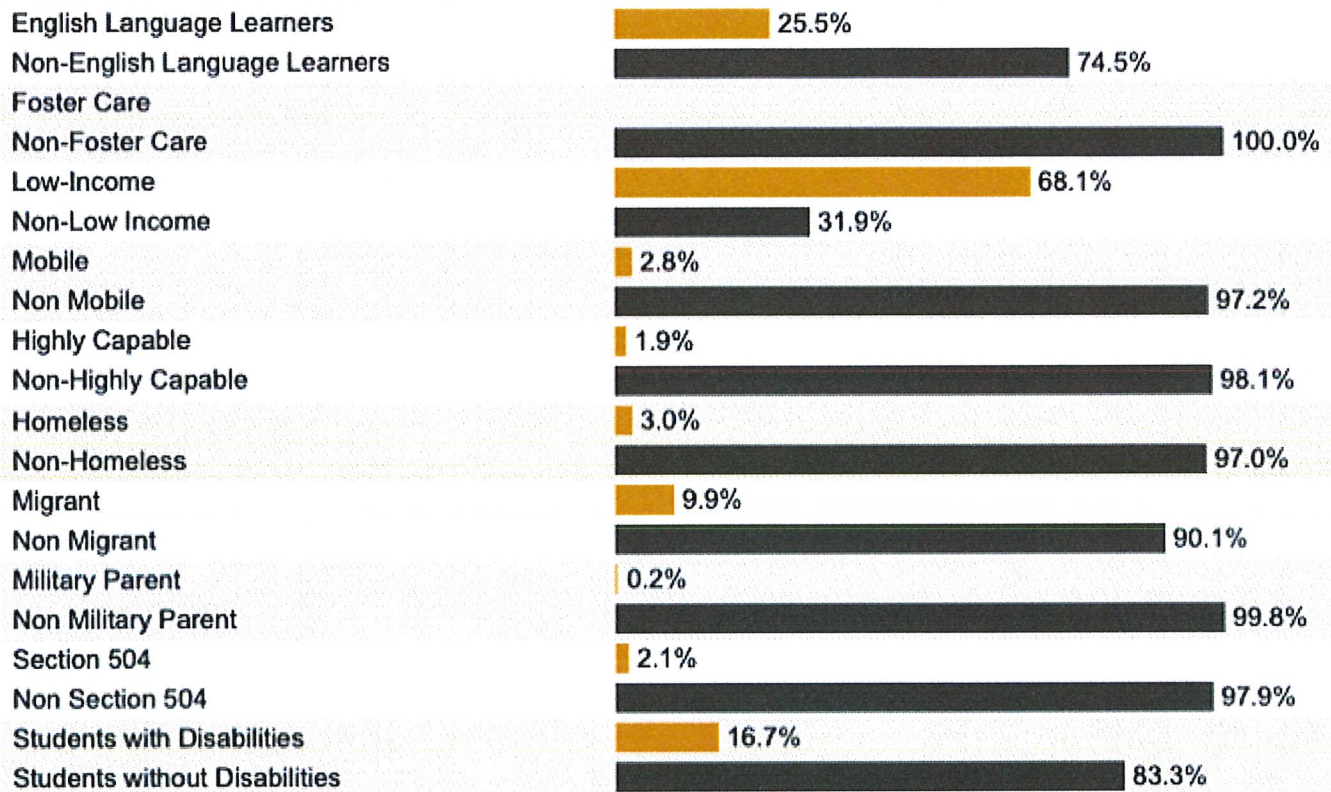


15.9

Average Years of Teaching
Experience
2020-21 School Year

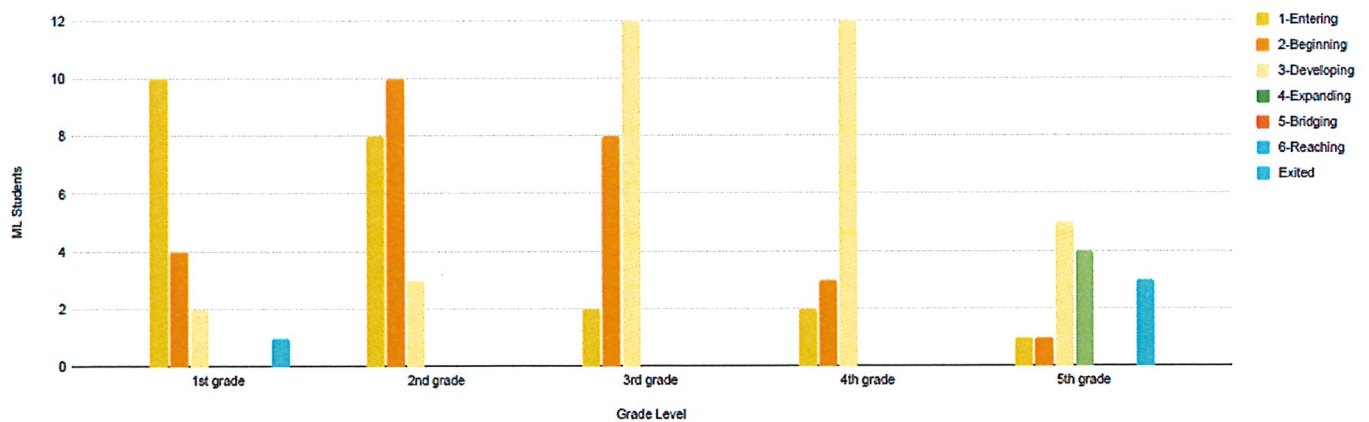


Program and Characteristic



Kenroy English Language Levels based on WIDA ACCESS Scores (Spring 2022)

Kenroy ML Students' Language Proficiency Level





2022-2023 All Grades Status - DIBELS 8th Edition

District: Eastmont School District School: 22-23 Kenroy Elementary

Grade	Beginning
K	<p>n=63 49 (78%) 5 (8%) 9 (14%) 0 (0%)</p>
1st	<p>n=69 45 (65%) 5 (7%) 12 (17%) 7 (10%)</p>
2nd	<p>n=76 49 (64%) 8 (11%) 13 (17%) 6 (8%)</p>
3rd	<p>n=89 33 (37%) 15 (17%) 21 (24%) 20 (22%)</p>
4th	<p>n=75 9 (12%) 13 (17%) 39 (52%) 14 (19%)</p>
5th	<p>n=70 15 (21%) 17 (24%) 26 (37%) 12 (17%)</p>
6th	<p>n=85 27 (32%) 15 (18%) 19 (22%) 24 (28%)</p>
All	<p>n=527 227 (43%) 78 (15%) 139 (26%) 83 (16%)</p>

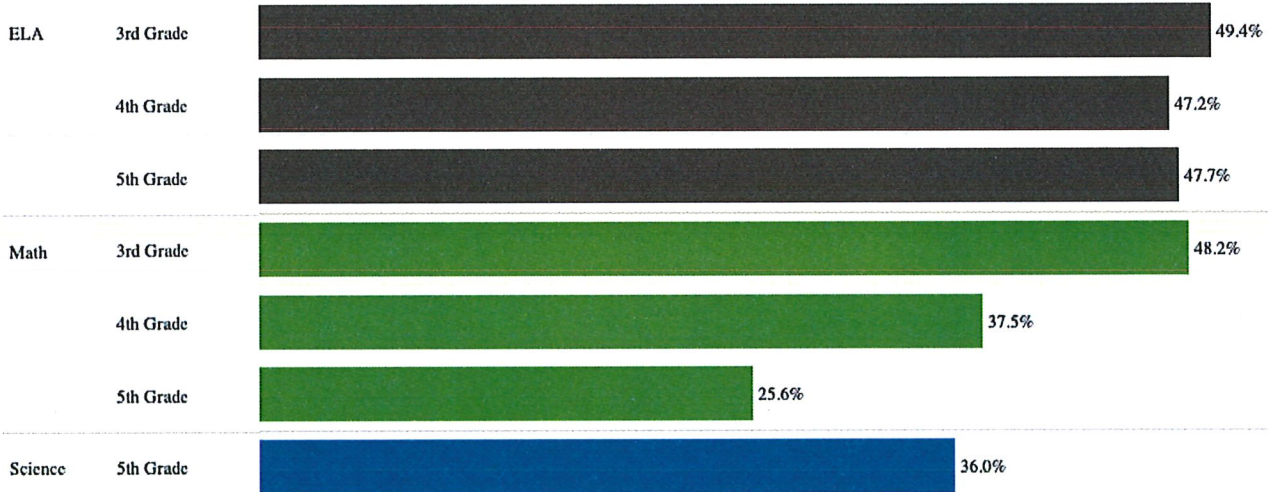


Spring 2022- Smarter Balanced Assessment grades 3-6th and WCAS

Kenroy Elementary
2021-22

What percent of students met grade level standards?

General (SBA and WCAS)



Analyze the following areas to identify strengths and challenges of your school. Then, describe below.

- Perception trends (Annual School Satisfaction Surveys - Parents, Students, Staff)
- Academic Achievement of students by content using multiple assessments (trends, comparison to similar schools and the state, student subgroups, levels of achievement)
- Language Acquisition trends
- Student Attendance trends
- Student Discipline trends
- Parent Involvement trends

Describe the strengths of your school.

Perception Survey (fall 2022)

Parents:

- 95% of families feel welcome and respected.
- 95% feel teachers care about his/her child.
- 94% think the grounds are in good condition.
- 92% of families feel school staff are responsive to requests.

Students (Grades 4-6th):

- 84% are happy with the amount they are learning.
- 80% feel the administrators are visible and accessible.
- 79% feel teachers care about them.



Staff:

- 98% believe colleagues care about students.
- 95% feel the administration is visible and accessible.
- 93% think the school grounds are in good condition.
- 92% feel welcome and respected.

Academic Achievement- Our staff is committed to continually studying student learning data to answer the question, "Is this working?" We noticed gaps in learning, due to interrupted instruction over the last couple of years. In anticipation of this, we did the following:

- Added a structured literacy program (Wilson/Fundations) for all students in grades K-3 and REWARDS in grade 4. Intervention Academies align with this tier 1 instruction.
- K-2 staff professional development is focused on the Science of Reading/LETRS.
- LEXIA & Power Up, including lessons and skill builders, are used by all students (K-6th grade).
- Reading Academies (Interventions and Extensions) are 5 days a week.
- Reading and Math/Language Academies are staffed for small group instruction in the master schedule.
- A comprehensive reading assessment system is being used & analyzed, including DIBELS, (Universal Screeners) PASI/PSI, (Diagnostics)iReady (math/reading) and classroom common formative assessments.
- Ten students in each grade-level (2nd-6th grade), are accessing instruction on-site twice a month from Abbey Reynolds, HiCap teacher.

Language Acquisition- Multilingual Services) ML

Salvador Manzo and Amy Taylor are running small group instruction during Language Academy in order to better meet student needs. Multilingual Learners are also accessing intervention/extension Reading Academies, in addition to ML pull-out services.

Student Attendance-

Attendance has been a problem the last couple of years; therefore, we are closely monitoring student attendance. Our attendance team meets weekly to review the attendance for every child at Kenroy, and we track and intervene with students who have been absent over 10% of school days. We mail informational flyers from Attendance Works as well as send individualized Parent Squares and awareness letters. We have identified students needing Tier 2 and Tier 3 support, and provide additional outreach to those families. We have connected with the Student Re-Engagement Coordinator at the NCESD to inquire about agency representation at our attendance meetings with families. Our attendance interventions are highly personalized and include individualized letters, phone calls, postcards and home visits. We are recognizing students with good monthly attendance through "Party at the Flagpole".

Student Discipline- Kenroy has a PBIS committee that is tracking survey data through the Tiered Fidelity Inventory to create actionable steps to improve our program. Grade-level teams, the PBIS committee and paraeducators are regularly studying and reflecting on SWIS data.

Parent Involvement- Kenroy has a PTO that is active in fundraising and support of students and staff. There is parent representation on the Site Council.



Describe the challenges of your school.

Perception Survey- (fall 2022)

Parents: Concerned about safety at school

Staff: Concerned about significant behavior problems

Students: Want better lunches and more/longer recesses

Academic Achievement- Our academic data shows students struggled with the instructional configurations implemented during the Covid pandemic. Although many students came into this school year significantly behind academically, through intentional instruction and collaboration, we are already seeing improved learning results. Systems of collaboration between intervention staff and grade-level teachers has yielded more unified and sound instructional practices.

Language Acquisition- Three years ago, we celebrated nearly 22% of English Learners "graduating" from Kenroy's ML program. The following spring just over 10% exited and last year only 4 students exited our ML program. The interruption of learning due to Covid, along with more rigorous exit criteria, has greatly impacted our language learners.

This year our ML staff is using language rich thematic units that support the new WIDA standards. These units provide opportunities for students to practice the 4 domains of language acquisition, which are reading, writing, speaking, and listening. These units embed vocabulary from science and social studies units used in their general education classrooms.

Safety Enhancements provided by Dr. Berg:

- Additional supervision dollars so we are able to fully fund supervision on campus.
- The District has provided fencing along the perimeter of campus. This allows for locked gates during the school day and only one entrance onto campus.
- Cameras at front entrance. Visitors buzzed in.
- All exterior doors are locked at all times.

Student Discipline- We have noticed students (specifically primary) are needing much more explicit and repeated instruction with behavior. Classroom behaviors, as well as common areas, such as hallways, recess, cafeteria, have been a strong focus this fall. We believe our primary students' inability to have a regular preschool experience might have impacted being able to generalize appropriate school behaviors. Due to this need, we have added additional staffing to support behavior interventions in the classroom through a streamlined Student Support Team, which includes our school psychologist, counselor, administration, PBIS Coordinator and LAP Behavior Paraeducator.

Student Attendance- Regular attendance has continued to be a struggle due to the long periods for Covid illness. Additionally, the time away from the regular routine of school, and the lack of preschool for many of our primary students, caused an increase in separation anxiety for many of our youngsters.



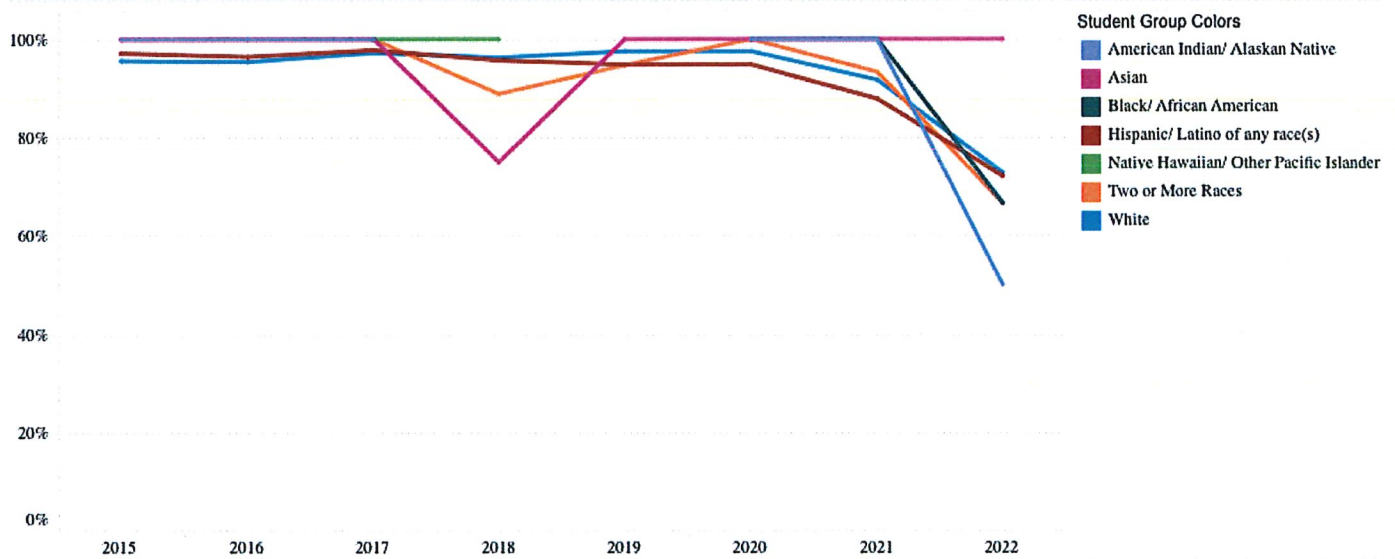
Regular Attendance Tracking by Selected Definition for Eastmont School District: Kenroy Elementary

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Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools. Educational equity goes beyond equality -- where all students are treated the same -- and examines the institutions, systemic policies, and practices that may create inequities and disparate outcomes for our students of color, students living in poverty, and students receiving special education and English Learner services, and other student groups. Creating educational equity requires an understanding of historical contexts and honoring student, family, and community voice in decision making, as well as examining data, actively dismantling systemic barriers, and building school systems that provide equitable access and support to students from all communities to close the opportunity gap.

How does Regular Attendance vary by Federal Race/Ethnicity over time? (Missed 10% of Days Enrolled)



Goal and Solution Selection: Choose two to five challenges to work on this school year and write a SMART goal for each of them (it must include how and when it will be assessed). These may be continued from previous years.

Effective solutions will include the following:

- Communication plan to staff, students, parents.
- Processes/Timelines for ensuring plan is being implemented and growth towards target is being attained.
- Professional development.
- Budget allocation

District Goal: Students will perform at or above the state average for districts of similar size and demographics.

Building Goal: All students, regardless of subgroups, will show growth in grade-level standards using multiple measures as data points.



Grade-Level Goals:

Kindergarten:

By May 2023, 50% of kindergarten students will be able to name upper- and lowercase letters (CCSS.ELA-LITERACY.RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet.) as measured by the benchmark assessments in DIBELS (42+ letters in one minute) and ESGI letter recognition subtests reflecting Eastmont School District kindergarten common assessments (54 letters untimed).

First Grade:

By May 2023, 70% of students will be able to read at least 15 nonsense words in one minute (CCSS RF1.3 Phonics and Word Recognition ~ Know and apply grade-level phonics and word analysis skills in decoding words.) as measured by progress monitoring and benchmark assessments in DIBELS.

Second Grade:

By May 2023, 70% of students will be able to read at least 22 nonsense words in one minute (CCSS 2.3: Know and apply grade-level phonics and word analysis skills in decoding words) as measured by progress monitoring and benchmark assessments in DIBELS.

Third Grade:

By May 2023, 70% of 3rd grade students will be able to show they are proficient in grade level oral reading fluency (they will read at a rate of 114 words per minute or greater by the end of the 3rd grade year).

Fourth Grade:

By May 2023, 75% of 4th grade students will be able to show they are proficient in grade level oral reading fluency (they will read at a rate of 125 words per minute or greater by the end of the 4th grade year).

Fifth Grade ELA:

By May 2023, 75% of 5th grade students will be able to show they are proficient in grade level oral reading fluency. (They will read at a rate of 137 words per minute or greater by the end of the 5th grade year).

Fifth Grade Math:

By May 2023, 75% of 5th grade students will be able to choose and create an appropriate mathematical representation for a grade-level story problem. (For example, create a visual model and relevant mathematical expression for a word problem involving fraction division that is given in words.)

Fifth Grade Science/Social Studies:

All students will be able to correctly cite evidence from text or data (such as graphs, charts, etc.) to support a claim. This will be tracked through classroom assessments.

Sixth Grade ELA:

By May 2023, 75% of 6th grade students will be able to show they are proficient in grade level oral reading fluency. (They will read at a rate of 141 words per minute or greater by the end of the 6th grade year).

Sixth Grade Math:

By May 2023, 75% of 6th grade students will be able to choose and create an appropriate mathematical representation for a grade-level story problem. (For example, create a tape diagram or double number line for a ratio problem that is given in words.)

Sixth Grade Science/Social Studies:

Students will be able to correctly cite evidence from text or data (such as graphs, charts, etc.) to support a claim.

P.E. (Specialists):

By May 2023, students will show 10% growth in each area of our Focused Fitness testing. Which includes pacer (running), sit-ups, push-ups, and sit-n-reach (flexibility).

Music (Specialist):

By May 2023, 75% of the kindergarten students will be able to accurately demonstrate a steady beat with a selected piece of music.

Reading Interventionists:



By May 2023, our 1st grade Tier 3 students will increase their Foundations Unit Test Scores to 80% proficiency. We will use the Foundations Unit Assessments and enter in the Retesting section of the tracker.

Strategies and Action Steps:

Kindergarten:

What is our current reality?

Our current reality is 80% of kindergarten students scored at the intensive level on the first benchmark assessment on DIBELS letter naming fluency in September. Sixty-eight percent of students entered kindergarten with low skills in letter identification and sound production. The majority of our students did not attend preschool.

Why did we choose this goal?

This goal was chosen because decoding is a critical foundational skill needed to read fluently. It is clear that our students are deficient with letter identification skills which is a prerequisite skill for decoding. As we plan for reading instruction, letter identification and sound production will be a big focus using *Foundations* reading program. Tier 1 and 2 instruction is tailored to the needs of our students with the end goal of fostering decoding and fluency skills.

What are our action steps?

Our kindergarten team is committed to providing similar learning opportunities for our students to ensure foundational reading skills are acquired. Beginning each day, we foster foundational reading skills by using the LETRS routine to provide common instruction. The routine supports Tier 1 instruction reflecting the *Foundations* reading program as well as Tier 2 instruction in Reading Academies. The ESGI assessment data will be one assessment used each month to determine specific growth in letter recognition, student needs and the creation and implementation of centers in Reading Academy to address unfinished learning. DIBELS Benchmark assessments will also be used to assess growth overtime and help define student deficiencies as we tailor our interventions to meet student needs.

How and when will it be assessed?

Kindergarten teachers administer the DIBELS benchmark nonsense word fluency assessment in September, January, and May to students in their classroom. Students who are not at the proficiency level of each benchmark assessment will be progress monitored in this area in October, November, December, February, March, and April. The benchmark and progress monitoring assessments consist of a list of nonsense words from which students will read within one minute. The list of words change each month and the level of proficiency increases each benchmark testing period.

First Grade:

What is our current reality? Why did we choose this goal?

Our current reality is that a large percentage of first grade students scored at the intensive level on the first DIBELS benchmark assessment for nonsense word fluency given in September of this school year. The end of the year goal for first grade students is to be able to read 15 nonsense words in one minute. We chose this goal because it assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant (CVC) and vowel- consonant (VC) words. To successfully complete the NWF task, students must rely on their knowledge of letter- sound correspondences and how to blend sounds into whole (and unfamiliar) words.

What are our action steps?



The First Grade team is using the Foundations Curriculum each day during our Tier 1 instruction. All First Grade students are also taking part in Tier 2 instruction daily during our Reading Academy time. This instruction is specific to each student's ability level and also uses the Foundations Curriculum in order to provide consistent instruction. Students who are intensive have the opportunity to work in small groups which allows those students to learn more material and retain their knowledge longer.

How and when will it be assessed?

First Grade teachers administer the DIBELS benchmark nonsense word fluency assessment in September, January, and May to students in their classroom. Students who are not at the proficiency level of each benchmark assessment will be progress monitored in this area in October, November, December, February, March, and April. The benchmark and progress monitoring assessments consist of a list of nonsense words from which students will read within one minute. The list of words change each month and the level of proficiency increases each benchmark testing period.

Second Grade:

What is our current reality? Why did we choose this goal?

Our current reality is that 38/76 are intensive in the area of reading nonsense words, as indicated from the Dibels Fall Benchmark assessment.

We have chosen this goal as it's an indicator of foundational reading skills.

Our end of the year goal is for students to be able to read 22 nonsense words in one minute. Our DIBELS data gives students a score of intensive, strategic, core, or above core to measure where they are in relation to this goal based upon this point in time. Here is our current data:

Teacher	Above	Core	Strategic	Intensive
A	4	5	4	12
B	2	5	5	14
C	4	3	6	12
Total	10	13	15	38

What are our action steps?

We're using the Foundations Curriculum every day during our Tier 1 instruction. In addition to our Tier 1, students take part in reading academy each day. This is an intensive, intentional part of our day where students are provided instruction at their ability level. Students who are intensive are working in small groups using the Foundations curriculum.

How and when will it be assessed?

Students do a benchmark nonsense word fluency assessment in September, January, and May. Students will be progress monitored in this area in October, November, December, February, March and April. Students are assessed by classroom teachers and given one minute to read from a list of words. The words change each month.

Third Grade:



What is our current reality? Why did we choose this goal?

Our current reality is that only 38 out of 87 (43.6%) students are reading at a third grade proficiency level. We realized that our students are lacking in phonemic awareness, and we are taking the necessary steps to remedy this. We chose this goal to provide additional data for our phonics instruction efficacy and to help students achieve grade-level mastery.

What are our action steps?

We will use Foundations and Journeys curricula, as well as Lexia. Foundations is a supplemental word study program that works alongside a core literacy program to support new readers. Lexia is a computer-based program that provides instruction and practice in literacy and adapts to meet the specific needs of all students. Lexia can be done at school and at home, and we are committing to spending time in-class and promoting at-home use as well. We will provide additional opportunities for fluency practice in everyday instruction as well as during Tier 2 intervention times. In addition to this, we will monitor and track student progress toward the goal both as a grade level team and with our own students. Teachers will meet with Reading Intervention Specialists regularly to ensure adequate support for students needing Tier 3 intervention.

How and when will it be assessed?

This will be measured by Dibels assessments given during benchmark periods (beginning, middle and end of year) and monthly progress monitoring opportunities.

Students will be tested on Oral Reading Fluency of a third grade passage, measured by words read correctly in one minute.

Fourth Grade:

What is our current reality? Why did we choose this goal?

Our current reality is that 29 percent of 4th grade students are meeting the end of year benchmark goal. We see a need to support children in comprehension and reading fluency. We know that supporting a child's fluency will in turn support both needs. We also know that as we track students in fluency, we are able to dig deeper into other foundational reading skills students may need support in.

What are our action steps?

We are supporting students to achieve this goal with daily practice in fluency using the Read Naturally program, Rewards Curriculum, and Lexia. With Read Naturally, the 4th grade team promotes engagement by setting and tracking oral fluency goals weekly. The Rewards curriculum focuses on supporting kids in decoding large, multisyllabic words and follows a very explicit procedure. Lexia is a computer-based program which supports students in overall literacy, and is adaptive to meet students at their specific needs. The 4th grade team supports students in motivating them to read by assigning 20 minutes of at-home reading per night and encouraging parent involvement and out loud reading. The 4th grade team will track student progress and work together to support gaps using the resources we have mentioned.

How and when will it be assessed?

This will be measured by Benchmark and Progress Monitoring DIBELS Oral Reading Fluency Assessments given at the beginning, middle, and end of the year, as well as throughout the year, monthly.

Fifth Grade ELA:

What is our current reality? Why did we choose this goal?



Our current reality is 17% of 5th grade students are meeting the end of year goal. We chose this goal to provide additional data for our Fluency instruction and to help students achieve grade-level mastery.

What are our action steps?

In 5th grade we are supporting students to achieve this goal with daily practice in fluency using the Read Naturally program and Lexia/Power-Up. When using Read Naturally, the 5th grade team promotes engagement by setting and tracking oral fluency goals weekly.

The 5th grade team supports students in motivating them to read, supporting student progress, and promoting the love of reading including reading orally. The 5th grade team will track student progress and work together to support gaps using the resources mentioned.

How and when will it be assessed?

This will be measured by Benchmark and Progress Monitoring Dibels Oral Reading Fluency Assessments given at the beginning, middle, and end of the year, as well as throughout the year, monthly.

5th/6th Grade Science/Social Studies:

What is our current reality? Why did we choose this goal?

Our current reality is that students are not correctly citing evidence. Students are expected to be able to cite evidence in all areas of their learning as they move up through the grades. This skill is transferable and important as students learn to think critically and synthesize informational texts and/or data.

CCSS Standard: RI 5.9

What are our action steps?

Develop a student rubric.

Create/display reference charts with examples.

Collaborate with grade level teachers in ELA to ensure consistency of instruction.

Provide overview of instruction and expectations within our content areas.

How and when will it be assessed?

November: introductory lesson

Formative assessment once per month (or as needed) as we move through each lesson/unit that requires citing evidence.

6th Grade ELA:

What is our current reality? Why did we choose this goal?

Our current reality is 36% of 6th grade students are meeting the end of year benchmark goal. We chose this goal to provide additional data for our Fluency instruction and to help students achieve grade-level mastery. Reading is such a crucial need for moving on to middle school and we want to set them up for success.

What are our action steps?

In 6th grade we have implemented a daily fluency routine called Read Naturally to help support students in reaching their end of the year benchmark goal. They are able to set goals and track their own progress.

We encourage the daily use of Lexia/Power-Up and independent reading. We are intentional with our data tracking and find support and resources for students with gaps or who are below benchmark level.

How and when will it be assessed?



This will be measured by Benchmark and Progress Monitoring Dibels Oral Reading Fluency Assessments given at the beginning, middle, and end of the year, as well as every second week of the month for students who are falling below benchmark.

5th/6th Grade Math:

What is our current reality? Why did we choose this goal?

Our current reality is that most students need to be guided through application problems (to varying degrees). They often can use the mathematical representation, but need assistance “translating” from a real-word scenario to an appropriate way to mathematically model the situation. This is an important goal because it makes the difference between students who can follow steps and those who can independently apply the mathematical concepts that they have learned to execute.

What are our action steps?

- In our instruction we want to emphasize representation and conceptualization, and minimize tasks that ask students to follow routines or processes without understanding.
- We will give students multiple opportunities to practice creating these representations after the concept and representation methods have been demonstrated.
- Create specific assessment items for each unit.

How and when will it be assessed?

At the beginning and end of each unit, students will be assessed on their ability to select and correctly create a mathematical representation that relates to the concepts in that unit.

PE Specialists:

What is our current reality? Why did we choose this goal?

Our current reality is that 24% of 5th grade students are meeting the end of the year standard. This current reality is likely caused by the inability of students to not have the opportunity to be active on a regular basis.

What are our action steps?

In 5th grade we are supporting students to achieve this goal with workouts that focus on specific movements that improve their ability to meet the pacer grade level goal. The PE team will track students with formative and summative assessments. The PE team will also give students the opportunity to set goals on a regular basis to aid in their improvement.

How and when will it be assessed?

This will be measured by having the students run the pacer test at the beginning, middle, and end of the year, as well as practice tests in between the actual pacer tests.

Music (Specialists)

What is our current reality? Why did we choose this goal?

The current reality is that about 40% of our kindergarten students can accurately and consistently perform a steady beat. This is a basic musical skill that builds a foundation for more complex skills later on. This is why I chose this goal.

What are our action steps?

We will practice steady beats consistently in music class using a variety of songs and instruments.

How and when will it be assessed?

I will informally assess them through class observation monthly. I will formally assess them through individual observation every trimester to see how accurately they can do this.

RTI

What is our current reality? Why did we choose this goal?



Currently, none of our students have mastered the Foundations unit assessments at 80% proficiency. Our goal is to have our 1st grade students reach that 80% mark. We chose this goal because we felt that, due to the age of these students, we have a greater chance of meeting that goal while the skill discrepancy is still low between our intervention students and the rest of the non-intervention students from their class.

What are our action steps?

We will continue to use a variety of on-going assessments (informal and formal) throughout each unit, to make sure that our students are acquiring the skills throughout the unit, as opposed to waiting until the end of unit assessments.

How and when will it be assessed?

We will utilize some weekly quick check-ups to monitor student progress of new skills.

Component 2: 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 school wide 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.

Reform Strategy 1: Positive Behavior Intervention Support (PBIS)

PBIS is a multi-tiered framework designed to prevent and respond to students' behavior. This schoolwide, systems-based approach involves a continuum of support for students based on need with intervention allocation and implementation driven by data. At Tier 1, the universal level of support, all students in the building are taught three school-wide expectations, be responsible, be respectful, be safe, the students have opportunities to practice meeting those expectations, and they receive "Caught ya's" as reinforcement for meeting expectations.

As a Student Services Team we share and analyze data such as SWIS referrals and quick corrects. Then we determine which students need additional targeted support (Tier 2) or intensive support (Tier 3).

To support all students within the school, Kenroy ensures the following:

- We develop productive citizens
- Promote student leadership
- Promote anti-bullying
- Conduct Social Skills training/SEL



- Celebrate student success

How will it strengthen the core reading, mathematics and/or science programs of the school?

Clear expectations and a focus on positive behaviors will help students maximize learning time in core content areas as it will reduce off-task behaviors and discipline.

2022- 2023; Action Plan/Next Steps:

- A PBIS committee meets monthly at the building level. Administration PBIS Coordinator, Natalie Hoback-Noyd & PBIS committee to meet regularly for planning short term building goals.
- Reinforce 3 essential behavior standards: Be Respectful; Be Responsible: Be Safe; explicitly teach and post in classrooms and throughout the school.
- Teachers develop Classroom Plans for behavior and review mid-year.
- Post and teach common area expectations in a systematic way through staff and grade-level teams
- Track behaviors through SWIS data collection site. Teams to analyze behavior data regularly.
- PBIS committee sets short-term goals (action planning) through Tiered Fidelity Inventory.
- Track student interventions for repeated behaviors, including Guidance Team meetings and social skills groups
- Strengthen our Tier 2 behavior support programs and our process for identifying and matching students with appropriate interventions through our Student Support Team.
- Celebrate student success- Monthly Character Recognition and Weekly Caught 'Ya drawings.

Reform Strategy 2: Professional Learning Communities.

- Recommit to the foundations of a PLC; mission, vision and collective commitments.
- Communicate Essential Standards in reading and math.
 - What are we going to guarantee students will learn at each grade level?
 - How will we communicate these to parents?
- Develop/score/analyze common formative assessments (CFA's) for essential standards. Teachers will continue to use any CFA's they created last year to implement and analyze this year.
- Reteach/Extend standards based on CFA's (tier 2).

A Focus on Writing- A year-long scope and sequence embeds three Gallery Walks in the 2022-2023 school year (Fall, Winter, and Spring) to showcase examples of writing at each grade level.

- Mode of writing: Narrative, Informational, and Opinion
- Essential Standards
- Student friendly learning targets



- Materials used
- Common Assessments and Scoring Rubrics
- Grade-level conventions

How will it strengthen the core reading, mathematics and/or science programs of the school?

Our teachers answer the four critical questions in their content areas:

- 1) *What do we expect our students to learn?*
- 2) *How will we know they have learned it?*
- 3) *What will we do if they do not learn it?*
- 4) *What will we do if they have already learned it?*

2022-23; Action Plan/Next Steps:

Kindergarten PLC Stretch Goal: Implementing Interventions- This year our PLC goal focuses on Reading Interventions. We would like to score a 5 out of 5 in this area. Specifically, we want to ensure that we have a highly coordinated system of interventions and extensions in place and that our system is very fluid. We believe we have a great foundation to ensure we achieve our highest potential in this area.

Evidence: Our kindergarten PLC works closely with our Response to Intervention (RTI) team. We strategically planned multiple meetings to analyze student data and plan true tiered groups. Our Reading Academy is broken into small groups to meet individual student needs. Instructors use the Foundations reading program for Tier 1 instruction and the same program for Tier 2 and 3 reading intervention. This ensures that all students are taught letters/sounds consistently and multiple opportunities are provided for students to master skills needed to identify letters and produce letter sounds.

First Grade PLC Stretch Goal: Essentials ~ By the next PLC Success Criteria review the First Grade Team would like to score a 4 out of 5 in the area of Essentials. Last year our team scored a 2 out of 5 indicating that only some team members participated in the development of overarching essential standards.

Evidence: Our team agrees to a score of 4 out of 5 for Essentials indicating that the essentials are in written form and each team member is clear of what those essential standards are.

2nd Grade PLC Stretch Goal: Norms- As a new team this year our stretch goal is to develop new meeting norms and read and adhere to them every meeting.

Evidence: Our team will have norms and review them each meeting.

Third Grade PLC Stretch Goal: We will create an Operations and Algebraic Thinking unit plan to systematically guide instruction. This unit plan will include common formative assessments for each standard that will be embedded into the document.



Evidence: By the end of the 2022-23 school year, we will have a fully functional unit plan designed with all necessary materials linked and ready to use. Common formative assessments will be given, scoring will be calibrated and done as a team and individual and grade-level outcomes will be analyzed using a Team Analysis of Common Assessment (TACA) document.

Fourth Grade PLC Stretch Goal: Our 4th grade team has developed and continues to refine a grade level-collaborative system to approach intervention for essential math standards.

Evidence: We look deeply at the data after each essential standard assessment, and group students into skills groups for reteach or above level learning. We flood support each time to students with highest need with the intended outcome to help support all students to mastery. We also have a common system of materials in our shared storage area in which we file supports for each essential standard. We are building this file cabinet of support as the year goes. We have developed a third tier intervention at another time of the day with a para supporting and pulling students for third effort at reaching mastery in an even smaller group setting. We collect data and track student growth. This collaboration best supports all of our kids as we lean on each other's expertise and dig deeper into the 'why' and 'how to best support kids'. We will continue to refine this process as the year goes.

5th & 6th Science/Social Studies Content PLC Stretch Goal: To meet and discuss instructional strategies, develop rubrics, and discuss evidence of student growth.

Evidence: Creation and implementation of student rubrics.

Reform Strategy 3: Response to Intervention (Reading, Language, and Math)

- Develop a responsive, data-driven, Academy system of extensions and interventions to meet the needs of all students in math and ELA. Academies consist of all different levels targeting student needs. K-3 uses program specific assessments this year to support and target skills in academies.
- Students who are below grade level in reading will receive structured literacy academies in curriculum such as Foundations and 95% Group phonics bags. These bags utilize our district common phonics diagnostics and allows us to choose a 5 day lesson plan targeting a phonics skill. For older students in 4th and 5th grade, they will receive REWARDS multisyllabic skill instruction to teach them to decode multisyllabic words.
- Determine and implement progress monitoring assessments that will allow for student fluidity and changed instructional methodology. We will use DIBELS this year K-6 to progress monitor students who are below grade level.
- Analyze and review data (SBA, iReady, DIBELS, PASI/PSI, CFA's) at least 1 time a month to meet the learning needs of individual students and check program effectiveness.
- Use ESGI (K & 1) as a collection site for data of grade-level standards. This allows for easy access in order to analyze data and reflect on instructional practice.



- Language and Math Academies are offered concurrently at a time separate from Reading Academies. This allows multilingual students to receive both reading and language intervention which develops their skills at decoding, encoding, background knowledge and academic vocabulary.
- Math Academy allows for students to receive math extension, extra time, or remediation.

How will it strengthen the core reading, mathematics and/or science programs of the school?

Response to Intervention (RTI) is the practice of providing high-quality instruction and intervention matched to student needs and monitoring progress frequently to make decisions about changes in instruction or goals. Frequent progress monitoring of school level data will allow us to place students in groups based on similar skills and use sound instructional practice slightly more rigorous than the level they are currently performing.

2022- 2023; Action Plan/Next Steps:

- Develop a master schedule that supports grade-level interventions.
- RTI coordinators facilitate and coordinate interventions. Structured, evidence-based curriculum is used in all intervention groups; Foundations, Wilson and 95% Group.
- Multilingual teachers design and implement content-rich, highly scaffolded thematic instruction with a focus on background knowledge and vocabulary.
- Grade-level/RTI teachers progress monitor and analyze reading data regularly to check program effectiveness.
- All students who test below grade level on DIBELS Composite- given PASI/PSI to determine deficit areas.
- Maintain communication between RTI Coordinators and classroom teachers.
- Administrators to review benchmark reading data and analyze across the district.

Reform Strategy 4- Inclusive and Equitable Practices

Inclusive practices are practices that explicitly and systematically identify obstacles and barriers to student learning and/or family engagement, and then intentionally provide alternative access points. The foundational assumption for inclusive work is that barriers are external, meaning that the environment is creating the barrier for the person, not a deficit in the person themselves.

Our current reality is that Kenroy is now a majority-Hispanic school. Nearly 52% of our students and their families are Hispanic. We will deepen our capacity for using Google Translate to ensure ALL written communication intended for families is offered in Spanish and English. Universal Design for Learning (UDL) assumes that all learners will experience some barriers to learning. Common barriers in lessons are a lack of background knowledge, low reading ability, language development and unknown vocabulary. By intentionally designing lessons that anticipate and address obstacles to learning, more students will be able to access and engage in rigorous content.

How will it strengthen the core reading & mathematics programs of the school?



Improving our translating services will allow families to better understand what their children are expected to learn, and be better able to support them at home. Additionally, it will be more welcoming and respectful to our families. Reducing barriers to lessons will improve our core reading and math programs by providing the scaffolding students need to access conceptual understanding.

2022-2023; Action Plan/Next Steps

- Ensure that Essential Standards Brochures, conference materials and welcome letters are translated into Spanish
- Ensure that all IEP documents are presented to Spanish-speaking families at IEP meetings in addition to a translator
- Develop and pilot an Inclusion Process for including our students with the most significant disabilities into general education in a way that is respectful and responsive to each child's needs, and that ensures all stakeholders are aware of the expectations and goals for that child
- 6th grade ELA: Pilot the classwide use of speech-to-text as a universal support

How will the school improve transitions between grades and/or schools?

A formal transition meeting with parents and staff is planned for all preschool students entering with an IEP. These students and their parents visit the kindergarten classrooms in the spring to acquaint them with the school, as well as holding a transition meeting with the kindergarten teachers.

In addition at the beginning of the year, our kindergarten teachers meet individually with families to go over kindergarten curriculum and student expectations. At this time initial assessments are administered.

Transitioning our 6th grade students to junior high will be a new process for us, and we will work closely with the Junior High/Sterling's administration and counseling staff to ensure students are adequately supported. This transition is expected to include an on-site visit in the spring. We anticipate that our school counselor will meet with junior high counselors to provide additional information for students with special circumstances or who will need extra support to be successful.

How will the school enrich and accelerate the curriculum?

In Class Differentiation: Teachers provide individualized instruction to accelerate instruction when formative assessments indicate the need for this.

Highly Capable: This program provides extension activities within the school day for identified students. HiCap students are receiving instruction from Abbey Reynolds on site twice monthly along with other high achieving students.

STEM (K-6th grade) & Math Is Cool (4th-6th grade) are after-school programs to enrich students in the area of math.



Lexia/PowerUp (grades K-6): This computer based program adapts to students' individual reading ability which allows our accelerated growth for our highly capable students. This is also available for at-home access.

How will the school provide opportunities for students both ahead of and behind grade level?

Our RTI model provides opportunities for a wide range of academic abilities through our tiered system of student support.

- Tier 1: Access to grade level essentials for all students.
- Tier 2: Additional time and support to meet grade level essentials.
- Tier 3: Intensive remediation in foundational skills.

Our building provides opportunities for above grade level students via the Highly Capable program, Lexia and Extensions during Academy time.

Describe your Parent and Family Engagement strategy. How will you align it to building goals and evaluate your targeted assistance practices and strategies? How will you know that your strategies are working?

We have a Migrant/Bilingual Specialist who reaches out and supports our community. We are constantly seeking feedback on our practices through bilingual/migrant meetings, Kenroy PTO and parent representation on our PBIS and Site Council committees and perception surveys. We engage our families through consistent communication in the form of conferencing, newsletters, email, Tiger Binders, phone calls and Parent Square. We are cognizant of communication needs and translation.

Parent engagement aligns with our grade-level content goals because it is through this parent partnership that our students will meet the grade-level standards documented in these goals. We will know this partnership is working when the wrap-around support from home and school yields high levels of student learning by all subgroups.

Component 3: 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 reached 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



How does the school screen all students to identify those that are at-risk of falling behind on mastery of key skills?

Students who are experiencing difficulty mastering skills and meeting standards will be identified through Smarter Balanced (3-6), WIDA, DIBELS (K-6) and iReady, as well as teacher observation of student performance. After universal screening is done, RTI staff will assess students using a district diagnostic (PSI,PASI) if the student screens out as intensive/strategic. This test will identify gaps in skills for teachers to address. At least once per month, grade level teams will meet to review progress and identify students needing more assistance. The Guidance Team is designed to determine a student's need for additional interventions, testing or Special Education qualification.

The counselor and school psychologist facilitate behavioral interventions for struggling students based on SWIS data and teacher referral.

Following are procedures to ensure student success:

- Grade-level teams meet every 4 weeks to review student progress and determine if any adjustments need to be made to a student's educational program.
- At the beginning of the year, staff examines schoolwide, as well grade-level data from state assessments and discipline data, to determine overall program effectiveness and set goals.
- Collaborative teams meet in PLC's to further plan common summative assessments, as well as pre-tests and quick checks

How does the school monitor progress of at-risk students in their mastery key grade level skills?

Listed below are the assessments used at each grade level to monitor student progress.

Assessments for **Reading** include the following:

Kindergarten: WaKids Assessments, Common formative assessments, DIBELS Benchmark assessment 3x a year to all kids: monthly for kids below benchmark. Struggling students are progress monitored using DIBELS Nonsense Word Fluency/Phoneme Segmentation once a month.

First Grade: DIBELS Benchmark assessment 3x a year to all kids: monthly for kids below benchmark. Struggling students are progress monitored with DIBELS Nonsense Word Fluency/Phoneme Segmentation monthly. Common formative assessments based on Journey's curriculum, Foundations Structured literacy program and foundational skills assessment (tracked through ESGI program). Progress monitoring assessments are aligned to instruction in specific Academy classes and according to flowchart on DIBELS 8th edition.

Second Grade: iReady Reading and DIBELS benchmark is given 3x a year to all kids; monthly to those below benchmark. Common formative assessments based on Journey's curriculum and foundational skills assessment and Foundations structured literacy assessments. Progress monitoring assessments are aligned to instruction in specific Academy classes. For example, struggling students will be progress monitored with Nonsense word fluency if they are struggling in reading once a month. Academies will also use specific curriculum based assessments.



Third Grade: iReady Reading, DIBELS benchmark testing 3x a year, monthly for kids below benchmark. Common formative assessments are given based on Journey's curriculum and Foundations Structured literacy assessments. Progress monitoring assessments are aligned to instruction in specific Academy classes. Also students below benchmark will receive a Nonsense word fluency or Oral Reading Fluency assessment once a month.

Fourth Grade: Classroom formative assessments based on Journey's curriculum, iReady reading and DIBELS benchmark assessments will be administered 3x a year for students at benchmark, monthly to those below benchmark. Smarter Balanced Interim Assessment Blocks (IAB's) Progress monitoring assessments are aligned to instruction in specific academy classes and specific programs being used. Students also will be given progress monitoring in DIBELS Oral Reading Fluency if below grade level once a month.

Fifth Grade: Classroom formative assessments based on Journeys curriculum. I ready reading and DIBELS benchmark assessments will be administered 3x a year to all students and monthly to those below benchmark. Students will be given an Oral Reading Fluency passage once a month if struggling. Smarter Balanced Interim Assessment Blocks. Progress monitoring assessments are aligned to instruction in specific academy classes and specific programs being used.

Listed below are the assessments used at each grade level to monitor student progress. Assessments for **Math** include the following:

Kindergarten: Classroom formative assessments

First Grade: Classroom formative assessments

Second Grade: Classroom formative assessments, iReady Math

Third Grade: Smarter Balanced IAB's, Classroom formative assessments; iReady Math

Fourth Grade: Smarter Balanced IAB's, Classroom formative assessments; iReady Math

Fifth Grade: Smarter Balanced IAB's, Classroom formative assessments; iReady Math

How does the school make data-based decisions on the appropriate interventions for at-risk students and the effectiveness of interventions?

Staff meet monthly to discuss relevant data to make intervention decisions. Intervention groups are fluid, with students moving in and out of groups based on their most current assessment data. A data grid with schoolwide reading and math scores is updated monthly by RTI staff. We use the University of Oregon DIBELS website to enter/track and analyze data more thoroughly. We are also using an assessment tracker to monitor our structured literacy program of Foundations. These assessment trackers will help us see how our interventions are impacting student scores when we reteach toward 80% mastery of unit assessments.

A Kenroy Behavior Student Support Team (SST) reviews data weekly and meets to develop plans to support struggling students. Our plans include gathering reinforcement data, behavior frequency data, observational data, and data on our plans' effectiveness. We schedule regular meetings with teachers and families to monitor the success of each plan.



Describe the school's three tiers of intervention to support at-risk students.

Kenroy Academic RTI model provides for a wide range of academic abilities through our tiered system of student support.

- Tier 1: Access to grade level essentials for all students.
- Tier 2: Additional time and support to meet grade level essentials.
- Tier 3: Intensive remediation in foundational skills.

Kenroy Behavior/SEL RTI Model provides for a wide range of behaviors through our tiered system of student support.

Tier 1- All students are explicitly taught expectations in classroom/common areas and are given regular feedback through verbal and non-verbal means, in relation to behavior.

- Classroom Behavior Plans are developed by teachers.
- Staff work to develop positive relationships with students.
- Staff teach Social Emotional Lessons and recognize students exhibiting the monthly character trait.

Tier 2- Additional support for students not responding to Tier 1

- Individual behavior plan/contracts
- Check In - Check Out program
- Breaks are Better
- Small group and Individual Counseling and social skills instruction

Tier 3- Support for students who exhibit patterns of problem behavior

- Conduct a Functional Behavior Assessment (FBA).
- Observe student in class by district specialists.
- Meet with Guidance Team (GT) and parents to create a more refined and individualized behavior support plan.
- Refer and collaborate with outside agencies for more intensive support (Catholic Family, WISE, Children's Home Society, Confluence, Achieve Center, Ohana, Fostering Solutions, etc)

Component 4: Coordination and Integration of Federal, State and local services.

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.

Program	Allocation	How the funds will be used to implement the Schoolwide Plan.
BEA		
Title IA	24,256	PBIS Coordinator Certified Staffing Supplies and Materials Professional Development and Training