TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: School Improvement Plan and the Title I Schoolwide Plan Addendum for Cascade Elementary School

DATE: November 13, 2023

CATEGORY

☐Informational   ☐Discussion Only   ☐Discussion & Action   ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached are the School Improvement Plan and the Title I Schoolwide Plan Addendum for Cascade Elementary School for your review.

ATTACHMENT	**FISCAL IMPACT**
☒Plans	☒State and federal funds

RECOMMENDATION

The administration recommends approval of the School Improvement Plan and the Title I Schoolwide Plan Addendum for Cascade Elementary School.

Eastmont School Improvement Plan 2023-24
Cascade Elementary School

SMART Goal 1: By May 2024, 90% of Cascade K-1 students will be at Core or above on the composite DIBELS measure.

By May 2024, 80% of Cascade 2-6 students will be at Core or above on the composite DIBELS measure.

Needs Assessment Data and Summary Statement (relevant to this goal):

2022-2023 All Grades Status - DIBELS 8th Edition
District: Eastmont School District School: 22-23 Cascade Elementary

DIBELS® Data System

Grade	Beginning				Middle				End			
K	n=65	37 (57%)	12 (18%)	7 (11%)	9 (14%)	n=62	24 (39%)	16 (26%)	11 (18%)	11 (18%)	n=61	4 (7%)	1 (2%)	17 (28%)	39 (64%)
1st	n=75	23 (31%)	16 (21%)	25 (33%)	11 (15%)	n=76	18 (24%)	19 (25%)	24 (32%)	15 (20%)	n=79	11 (14%)	10 (13%)	30 (38%)	28 (35%)
2nd	n=75	19 (25%)	15 (20%)	27 (36%)	14 (19%)	n=73	15 (21%)	6 (8%)	32 (44%)	20 (27%)	n=76	14 (18%)	6 (8%)	29 (38%)	27 (36%)
3rd	n=85	20 (24%)	20 (24%)	24 (28%)	21 (25%)	n=92	28 (30%)	9 (10%)	33 (36%)	22 (24%)	n=91	25 (27%)	11 (12%)	18 (20%)	37 (41%)
4th	n=86	13 (15%)	13 (15%)	46 (53%)	14 (16%)	n=84	12 (14%)	8 (10%)	25 (30%)	39 (46%)	n=83	12 (14%)	12 (14%)	24 (29%)	35 (42%)
5th	n=91	16 (18%)	16 (18%)	31 (34%)	28 (31%)	n=89	21 (24%)	5 (6%)	27 (30%)	36 (40%)	n=93	24 (26%)	8 (9%)	8 (9%)	53 (57%)
6th	n=96	20 (21%)	15 (16%)	30 (31%)	31 (32%)	n=96	19 (20%)	16 (17%)	27 (28%)	34 (35%)	n=93	15 (16%)	12 (13%)	19 (20%)	47 (51%)
All	n=573	148 (26%)	107 (19%)	190 (33%)	128 (22%)	n=572	137 (24%)	79 (14%)	179 (31%)	177 (31%)	n=576	105 (18%)	60 (10%)	145 (25%)	266 (46%)

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

1 / 1

Eastmont School Improvement Plan 2023-24
Cascade Elementary School

<table>
<tr><td colspan="5"></td></tr>
<tr><td colspan="5">SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.</td></tr>
<tr>
<td>Activities</td>
<td>Measures</td>
<td>Timeframe</td>
<td>Lead</td>
<td>Resources</td>
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<tr>
<td>What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</td>
<td>What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?</td>
<td>What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?</td>
<td>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</td>
<td>What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?</td>
</tr>
<tr>
<td>Uniform tier 1 instructional for all. Intentionally tier 2 and 3 interventions based on needs. All students will benefit.</td>
<td>Kinder: Letter Naming Fluency; Nonsense Word Fluency; Correct Letter Sounds

1st: NWF; CLS; Oral Reading Fluency</td>
<td>23-24 School Year. Tracking will occur frequently in the classroom and during school wide data meetings</td>
<td>Admin, RTI, grade level teams</td>
<td>Continued support from RTI, TOSA's, and district office with resources as needed.</td>
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<tr>
<td>Enhancing oral reading fluency by focusing on accuracy, speed, and expression.</td>
<td>Administer regular oral reading assessments, reading passages in one minute as measured by Dibels, and progress monitoring. Teachers will attend Data meetings to explore students' advancement</td>
<td>Incorporate daily reading and guided reading allowing students to practice with peers and individually for at least 30 minutes per day.

Benchmark Advanced (Fluency)</td>
<td>Teachers and RTI will be Improving oral reading fluency which is key to fostering comprehension, a vital component for academic success and overall literacy.</td>
<td></td>
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<tr>
<td>Activity 3 (optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr><td colspan="5">Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above).</td></tr>
</table>

SMART Goal 2: By May of 2024, Cascade Elementary will increase the current student attendance 5.26 percentage points from 84.74% to 90% total student attendance as measured by *Homeroom*.

Needs Assessment Data and Summary Statement (relevant to this goal):

According to OSPI (Office of the Superintendent of Public Instruction), "Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a powerful signal and a leading indicator of equity. It can signal when students might need additional support and areas for system and school improvement. Chronic absenteeism impacts all students—no matter their age. Students that miss just two days a month for any reason are more likely to not read at grade level, and more likely to not graduate." Our school community is committed to increasing attendance rates which will directly impact student achievement.

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Activity 1 Monitor and celebrate students who are demonstrating proficient attendance. Monthly attendance parties are planned.	Student attendance data; academic data, behavioral data.	23-24 school year Progress will be monitored monthly school wide	Jennifer Robichaux (assistant principal)	Parent phone calls Attendance letters Parent Square information
Activity 2 Tier 2 attendance plans for students who are not demonstrating proficiency in attendance	Attendance, academic, and behavioral data	Progress will be monitored more frequently for students who are tier 2/3	Jennifer Robichaux	Phone calls Letters Parent meetings Attendance Plans

Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above).

SMART Goal 3:

Goal 3: All grades K-6 will track an essential math standard monthly and will increase the number of students who are proficient in the selected Math Essential Standard by a sliding scale (see below).

Current % of kids	% Increase	Goal % of class
100	0	100
90	7	96
80	15	92
70	25	87
60	40	84
50 or lower	-	80

Needs Assessment Data and Summary Statement (relevant to this goal):

2023 Fall I Ready Data

	One Grade Below	Two Grades Below	Three or More Grades Below
1st	78%	21%	0%
2nd	64%	29%	0%
3rd	58%	19%	10%
4th	52%	20%	10%
5th	21%	14%	24%
6th	39%	4%	24%

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional

Eastmont School Improvement Plan 2023-24
Cascade Elementary School

benefit from this practice/activity?	students named in your SMART Goal?	reviewed?	Who else will be involved?	development, extended time, curriculum, etc.)?
Activity 1 Identify essential math standards as a PLC and SIP Team	Teacher created data boards and I Ready	23-24 school year Teachers will frequently track progress I ready will be tracked in the fall, winter, and spring	All teachers/SIP Team	PLC's and SIP Meetings
Activity 2 Work with RTI and SPED to provide interventions and support for tier 2 and 3 students	Teacher created data boards and I Ready RTI data for individual students they are working with	23-24 school year Teachers will frequently track progress I ready will be tracked in the fall, winter, and spring	All teachers/SIP Team	PLC's and intervention groups
Elementary Only: Funding - District has paid for I Ready; the rest of the need will come out of the building budget.				

Planning Team			
Name of Team Member	**Position/ Representation**	**Signature**	**Date**
Joe Gwinn	Chairperson		
Trever Summers	Principal		
Jennifer Robichaux	Assistant Principal		
Kristi Mathena	Paraprofessional		
	Parent (non-staff)		
Kylie Nelson	Teacher		
Dreu Vader	Teacher		
Tanya Smith	Teacher		
Matt Remien	Teacher		
Ezekiel Telecky	Teacher		
	Teacher		
	Teacher		

Mission/Vision Statement
Vision: At Cascade we believe all means all!   **Mission:** Our mission is to empower students to be successful! Learning is required for ALL!

Culture of Equity Statement
We believe in a system that creates classrooms and a school where excellence is achieved for every student, no matter who that student is or where that student comes from.

Component 1: Comprehensive Needs Assessment

Washington State Improvement Framework (insert); include any other relevant data

Percentages of Students, Grouped by School,
Who Have Attendance at or Above 90%, in 2022/23

School	Percentage at Attendance Threshold
Cascade Elementary School	84.74%
Clovis Point Elementary School	73.69%
Grant Elementary School	81.24%
Kenroy Elementary School	77.21%
Lee Elementary School	70.67%
Rock Island Elementary School	79.22%

District Average
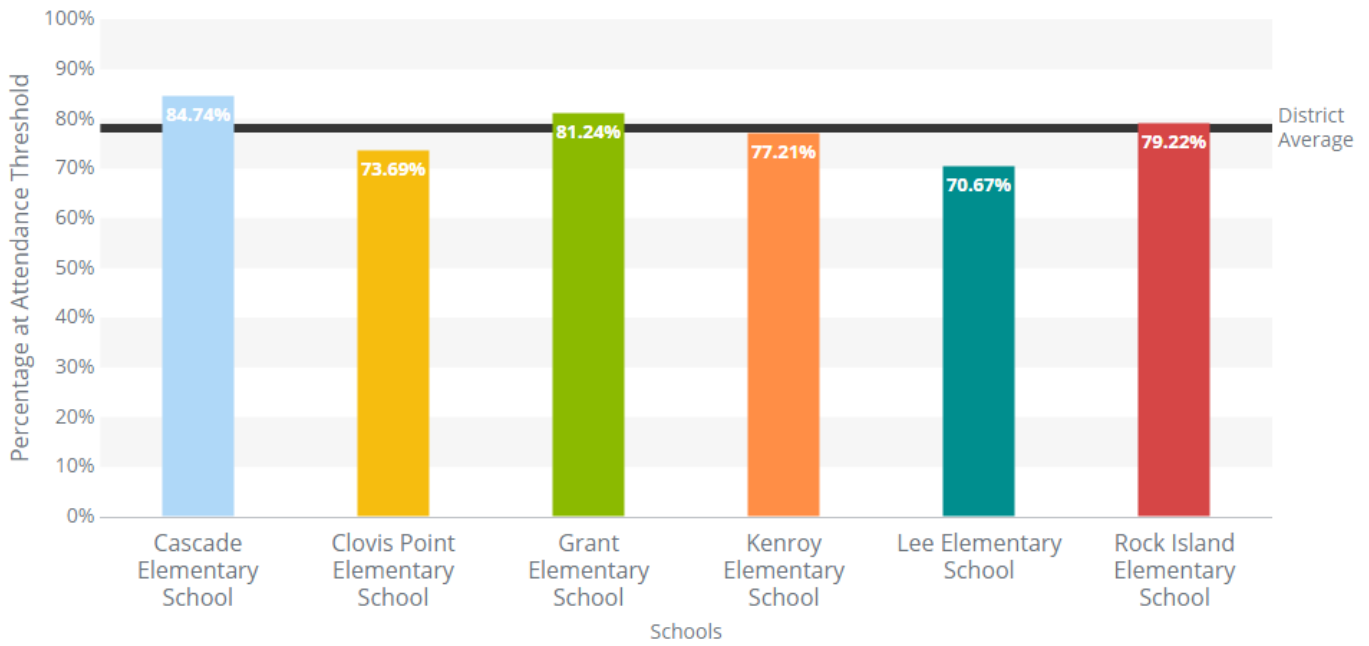
Fall I Ready Data

2023 Fall I Ready	Reading			
Mid or Above Grade Level	Early on Grade Level	One Grade Below	Two Grades Below	Three or More Grades Below
1%	11%	79%	9%	0%

11%	15%	41%	33%	0%
13%	36%	24%	18%	9%
20%	22%	33%	8%	17%
19%	16%	23%	28%	14%
23%	12%	23%	14%	28%

2023 Fall I Ready	Math			
	Mid or Above Grade Level	Early on Grade Level	One Grade Below	Two Grades Below	Three or More Grades Below
1st	0%	1%	78%	21%	0%
2nd	0%	7%	64%	29%	0%
3rd	4%	9%	58%	19%	10%
4th	3%	14%	52%	20%	10%
5th	13%	27%	21%	14%	24%
6th	9%	24%	39%	4%	24%

Student Populations:
1. What key takeaways does your school have about how student groups are performing on state and locally determined indicators of learning and teaching success?

- There is a discrepancy between how student groups are performing on state assessments, according to our WSIF data (above). White students are outperforming Hispanic/Latino students. English Language learners are not meeting proficiency in ELA, or Math in great contrast to non-English Language Learners.

2. What are some possible root causes your team has identified? Consider areas of strength and what it will take to build strength in other areas:
- **Cause:** Curriculum and assessments in reading and math were not common nor aligned.
  - **This Year's Strength:** A new reading curriculum has been adopted. This has provided teacher training and more instructional alignment throughout the district. A strong foundational phonics program is also being implemented.
- **Cause:** Essential standards and common formative assessments were not identified nor guaranteed. **This Year's Strength:** Essential Standards, in all subject areas, are being developed through the district PLC process.
- **Cause:** Collective efficacy was difficult, due to all teachers not having an identified Professional Learning Community. **This Year's Strength:** All teachers have a PLC team and are collaborating regularly in building and across the district.
- **Cause:** PLC (late start) time was not always aligned to student work and instructional practice. **This Year's Strength:** Staff is learning how to review student work in an effort to find best instructional practices.
- **Cause:** Multilingual curriculum was not aligned to classroom materials and lacked assessments. **This Year's Strength:** Curriculum was purchased to align with classroom instruction.
- **Cause:** Past attendance policies and procedures were not effective in reducing absences. **This Year's Strength:** An attendance committee meets regularly and has planned preventive measures.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information).
   a. What strengths do they possess?
      SBA scores for reading, positive student culture
   b. What challenges do they face?
      SBA scores for math, growing need for special education/intervention
   c. What are some important relationships in their life?
Parents, peers, school staff

Educators:
1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

   - We offer all students the opportunity to participate in leadership, jobs and additional activities like STEM and Math is Cool. Afterschool clubs occur at school, are free and open to all. Leadership and jobs are offered with a conscious effort towards equal

representation that is reflective of the student population.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions).

- **Professional Learning Communities (PLC)**- Collaborative work aligned to essential standards, assessment, interventions and extensions.
- **Professional Development (Materials)** - *Benchmark Advance, iReady, Step Up to Writing, 95% Tier 1 Phonics*
- **Professional Development (Instruction)**- Instructional Framework (CEL) implementation and Cycle of Inquiry

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

1. We have begun implementation of all of the evidence-based practices above. All are proving to be powerful and effective.
   a. **PLC Evidence:**
      i. Process- Effective collaboration focusing on student work;
      ii. Products- Evidence of PLC product development (standards and assessments)
      iii. PLC Implementation surveys (District). Our staff surveys are favorable and positive regarding PLC work. Grant staff is ready and excited to move along in our PLC learning journey.
   b. **Professional Development (ELA Materials and Reading Instruction)**
      i. Evidence- Staff is using all of the ELA materials & assessments adopted by Eastmont School District in Grant classrooms.
      ii. The District Instructional Literacy Coach is working closely with our kindergarten and first grade staff on reading instruction.
   c. **Professional Development (Instruction)**-
      i. Evidence- Conversations about instructional practice are aligned to the CEL Instructional Framework. All teachers have chosen instructional areas to focus on.

Systems of Support:
1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Behavioral
- **Strengths:** We have staff that work to support behavior interventions through a tiered system which includes our school psychologist, counselor, administration, Special Education teachers and new for 23-24 a LAP Behavior Paraeducator.
- **Needs:** Implementation of our new Character Strong Tier 2 intervention. Continual training on how to best meet the behavioral challenges of our students and aligning our new

systems.

Social Emotional
- **Strengths:** We have a tier 1 SEL curriculum which is consistent across the district. We use our SEL screener and other indicators of need to identify social emotional groups needed.
  Needs: Continual training on how to best meet the needs of our students. Curriculum that addresses more problem solving steps.

Academic:
- **Strengths:** We've developed a responsive, data-driven system of interventions to meet the needs of all students in ELA. Tier 2 and Tier 3 consist of individualized instruction and materials targeting student needs. Reading interventionists instruct our most intensive students. LAP- funded paraeducators assist students in small groups.
- **Needs:** Continual training on best instructional practices in reading and ensuring more students reach grade-level proficiency. Continued training and support in math instruction and implementation of iReady as an intervention system. EL instructional strategies training and implementation around visuals, vocabulary and building background knowledge in math and reading.

2. How did your school identify these areas of strengths and improvement?
- Through site council's focus on school wide data trends in 2022-2023.
- Site Council beginning of year data focus.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
- We are working to build the partnership between Grant Elementary and CVCH this year as it is a new partnership opportunity geared toward providing healthcare access to families who struggle to access healthcare.

4. What areas have you identified as areas of strength, and where do you hope to strengthen and build further family and community engagement and partnerships?

- Our PTO is strong and welcomes more members each year. The school community is supportive of offerings sponsored by PTO.
- When we host events for the school, our family attendance and involvement numbers are high. This year we've added movie nights, 5th/6th grade activity night, an additional Books and Breakfast.
- Goal: To strengthen our partnership with our parent communities and offer parents opportunities to be part of our school activities.

Component 2: Well-Rounded Education

Needs Assessment Summary:

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan. **Directions**: Write your SMART Goals below and then this section is complete. (Minimum of 2)

SMART Goal 1: By May 2024, 90% of Eastmont K-1 students will be at Core or above on the predominant DIBELS measure.

SMART Goal 2: By May 2024, at least 85% percent (90% stretch goal) of our students will meet our school attendance goal of no more than 10% absence rate as measured by Qmlativ attendance data.
See SIP for more detailed information

Component 3: Consolidated Funds Matrix to Support Our Schoolwide Program

All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated. **Directions**: Add any other information that is true for your building.

Consolidated Funds Matrix		
Program	**Intent and Purpose**	**Activities Implemented to meet Intent and Purpose**
Basic Ed.	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services, as needed.	PLC time to meet and collaborate PLC training Curriculum adoption and alignment
Title I, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high quality, well-rounded education and to close educational achievement gaps.	K-1 District Literacy Coach Certificated Intervention staff MBAS - translate, support families
Title II, Part A	Preparing, training, and recruiting effective teachers, principals or other school leaders.	GLAD coach
Title III	To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet	ML certificated teachers GLAD coach MBAS
Title IV, Part A	School-level services that support a	

	well-rounded education, improved conditions for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.	K-1 District Literacy Coach Behavior paraprofessional Support Intervention paraprofessional Certificated Intervention staff
Local Funds	Local levy revenue may be combined w/SW programs.	
Other Funding Sources		

TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: School Improvement Plan and the Title I Schoolwide Plan Addendum for Clovis Point Elementary School

DATE: November 13, 2023

CATEGORY
☐Informational   ☐Discussion Only   ☐Discussion & Action   ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION
Attached is the School Improvement Plan and the Title I Schoolwide Plan Addendum for Clovis Point Elementary School for your review.

ATTACHMENT	FISCAL IMPACT
☒Plans	☒State and federal funds

RECOMMENDATION
The administration recommends approval of the School Improvement Plan and the Title I Schoolwide Plan Addendum for Clovis Point Elementary School.

SMART Goal 1:

Reading

- By May 2024, 90% of Eastmont K-1 students will be at Core or above on the predominant DIBELS measure. DIBELS Folder
  - Kinder:
    - Beginning: LNF (Letter Naming Fluency) 25+
    - Middle: LNF (Letter Naming Fluency) 37+
    - **End: NWF (Nonsense Word Fluency) - CLS (Correct Letter Sounds) 31- 49+**
  - 1st Grade:
    - Beginning: NWF (Nonsense Word Fluency) - CLS (Correct Letter Sounds) **30 - 46+**
    - Middle: **52-77+**
    - **End: ORF (Oral Reading Fluency) 39+**
- By May 2024, 80% of Clovis 2-6 students will be at Core or above based on DIBELS ORF. Track Data HERE
- By May, through the iready program, 80% of all students K-6 will meet or exceed the projected growth goal in ELA as measured by iready Diagnostic test. Track Data HERE

Table 1: Typical Growth Measures—Reading

Grade	3 or More Grade Levels Below	2 Grade Levels Below	1 Grade Level Below	Early On Grade Level	Mid On Grade Level or Above
K	NA	NA	49	44	43
1	NA	54	49	47	37
2	NA	44	39	29	22
3	36	33	26	22	17
4	28	23	20	17	12
5	26	20	16	13	7
6	19	14	12	9	4
7	17	12	10	6	4
8	18	12	9	4	4

Needs Assessment Data and Summary Statement (relevant to this goal):

2022-2023 All Grades Status - DIBELS 8th Edition
District: Eastmont School District School: 22-23 Clovis Point Elementary

DIBELS® Data System

Grade	Beginning	Middle	End
K	No students with data.	n=64 — 45 (70%), 8 (13%), 4 (6%), 7 (11%)	n=65 — 26 (40%), 8 (12%), 15 (23%), 16 (25%)
1st	n=63 — 26 (41%), 15 (24%), 18 (29%), 4 (6%)	n=67 — 31 (46%), 17 (25%), 14 (21%), 5 (7%)	n=64 — 18 (28%), 10 (16%), 18 (28%), 18 (28%)
2nd	n=67 — 35 (52%), 12 (18%), 14 (21%), 6 (9%)	n=66 — 27 (41%), 12 (18%), 19 (29%), 8 (12%)	n=64 — 11 (17%), 16 (25%), 22 (34%), 15 (23%)
3rd	n=60 — 18 (30%), 13 (22%), 20 (33%), 9 (15%)	n=62 — 26 (42%), 9 (15%), 16 (26%), 11 (18%)	n=65 — 20 (31%), 18 (28%), 16 (25%), 11 (17%)
4th	n=63 — 8 (13%), 13 (21%), 30 (48%), 12 (19%)	n=64 — 12 (19%), 10 (16%), 19 (30%), 23 (36%)	n=65 — 9 (14%), 14 (22%), 14 (22%), 28 (43%)
5th	n=58 — 16 (28%), 16 (28%), 20 (34%), 6 (10%)	n=54 — 21 (39%), 16 (30%), 10 (19%), 7 (13%)	n=57 — 26 (46%), 11 (19%), 10 (18%), 10 (18%)
6th	n=73 — 16 (22%), 13 (18%), 13 (18%), 31 (42%)	n=77 — 25 (32%), 10 (13%), 16 (21%), 26 (34%)	n=74 — 20 (27%), 7 (9%), 14 (19%), 33 (45%)
All	n=384 — 119 (31%), 82 (21%), 115 (30%), 68 (18%)	n=454 — 187 (41%), 82 (18%), 98 (22%), 87 (19%)	n=454 — 130 (29%), 84 (19%), 109 (24%), 131 (29%)

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score
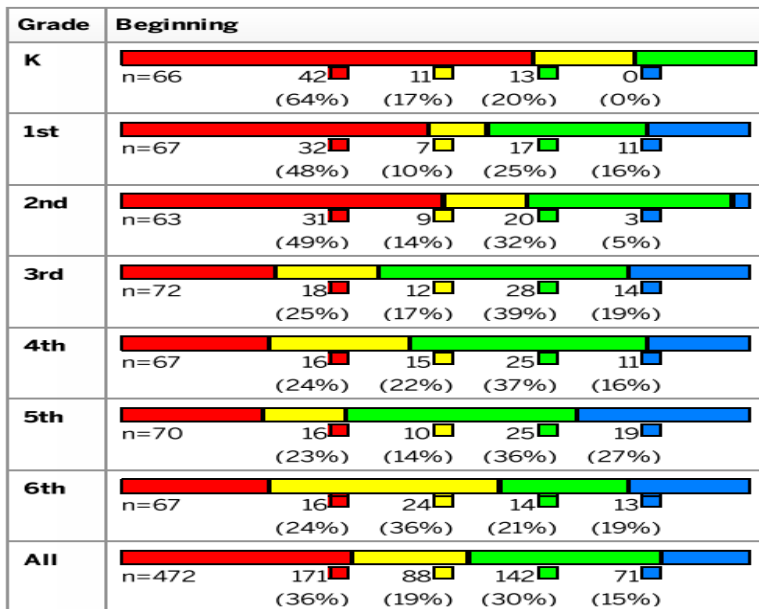
2023-2024 All Grades Status - DIBELS 8th Edition
District: Eastmont School District School: Clovis Point Elementary

Grade	Beginning
K	n=66 — 42 (64%), 11 (17%), 13 (20%), 0 (0%)
1st	n=67 — 32 (48%), 7 (10%), 17 (25%), 11 (16%)
2nd	n=63 — 31 (49%), 9 (14%), 20 (32%), 3 (5%)
3rd	n=72 — 18 (25%), 12 (17%), 28 (39%), 14 (19%)
4th	n=67 — 16 (24%), 15 (22%), 25 (37%), 11 (16%)
5th	n=70 — 16 (23%), 10 (14%), 25 (36%), 19 (27%)
6th	n=67 — 16 (24%), 24 (36%), 14 (21%), 13 (19%)
All	n=472 — 171 (36%), 88 (19%), 142 (30%), 71 (15%)

Eastmont School Improvement Plan 2023-24
Clovis Point

Overall Placement

Students Assessed/Total: **426/491**

8%	14%		46%	21%	12%

- Mid or Above Grade Level — **32 Students**
- Early On Grade Level — **59 Students**
- One Grade Level Below — **195 Students**
- Two Grade Levels Below — **89 Students**
- Three or More Grade Levels Below — **51 Students**

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ **Placement by Domain**

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Overall (COMP)
- Literature (LIT)
- Informational Text (INFO)

⊕ Not assessed in domain due to students' grade level

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Activity 1 ● **Work with Monica (K-1)** ● **Work with Peff (K-6)** ● **Strengthen T1 and T2**	Progress Monitoring T2 and T3	SIte based will review monthly	Site Council Reps	Support from Monica and Amy UFLI
Activity 2 ● **Progress Monitoring & PLC's focus on data walls for T2 in classroom**	Progress Monitoring T2 and T3	SIte based will review monthly	Site Council Reps	Support from Monica and Amy UFLI Tracking Sheets if wanted:

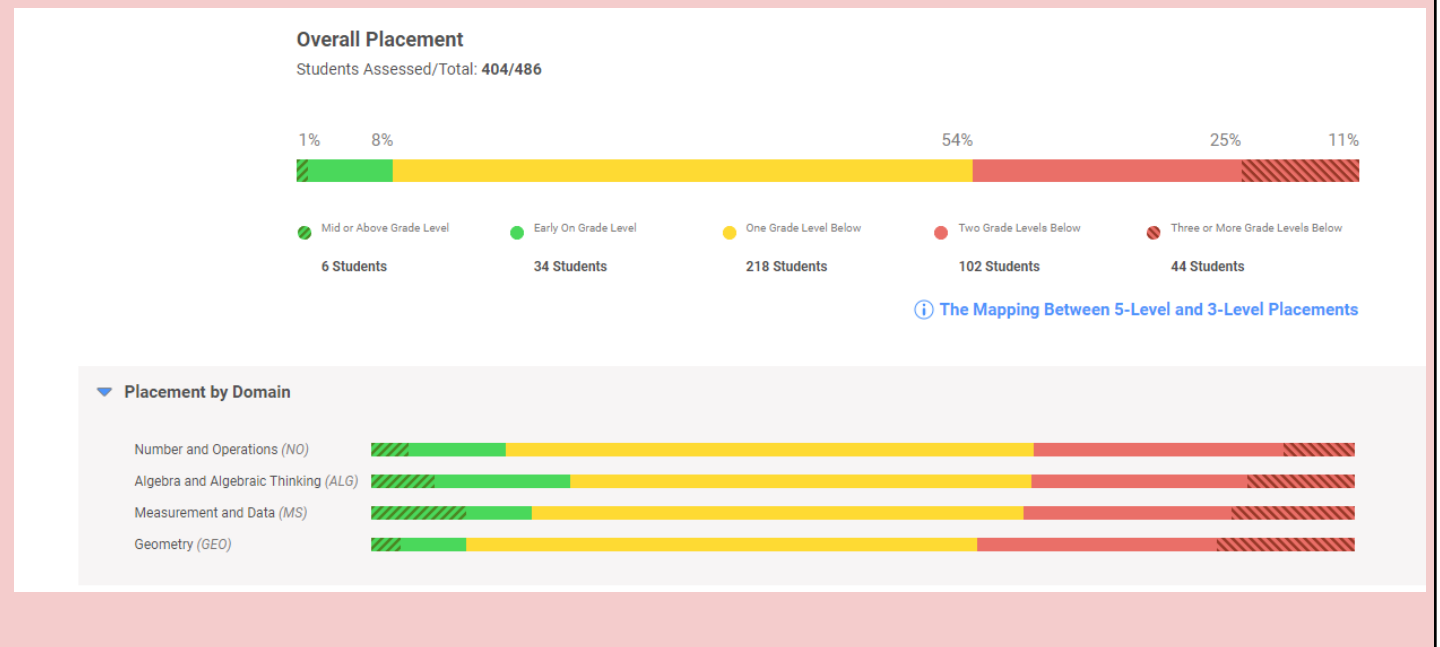|				Student Tracking Sheet examples: **HERE** and Fluency Tracker: **HERE**
Activity 3: ● **2-6 Teachers will use the individualized learning for iReady ELA**	Tracking sheets and conferences with students	All year, as progress checks come up (4-6 weeks)	Site Based PLCs	Student Goal Tracking Sheet Chat Student Data Sheet More iready Tracking Sheets Student Tracking Sheets (created by Burnell) Data Analysis Guide
Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above).				

FOCUS: Support ML's in class by
- **Building Background Knowledge**
- **Provide Visuals**
- **Intentionally teach vocabulary**

SMART Goal 2:

Math
- **By May, through the iready program, 80% of all students K-6 will meet or exceed the projected growth goal in Math as measured by iready Diagnostic test. Track Data HERE**

Needs Assessment Data and Summary Statement (relevant to this goal):

Overall Placement
Students Assessed/Total: **404/486**

1%	8%		54%	25%	11%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
6 Students	34 Students	218 Students	102 Students	44 Students

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ **Placement by Domain**

Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)

Grade		3 or More Grade Levels Below	2 Grade Levels Below	1 Grade Level Below	Early On Grade Level	Mid On Grade Level or Above	
Grade K	–	–	–	–	–	–	0/66
Grade 1		2%	2%	80%	17%	0%	65/71
Grade 2		2%	0%	48%	50%	0%	62/65
Grade 3		0%	4%	58%	30%	8%	73/73
Grade 4		3%	16%	46%	24%	12%	68/69
Grade 5		1%	14%	53%	13%	19%	70/73
Grade 6		2%	14%	39%	20%	26%	66/69

Table 2: Typical Growth Measures—Mathematics

Grade	3 or More Grade Levels Below	2 Grade Levels Below	1 Grade Level Below	Early On Grade Level	Mid On Grade Level or Above
K	NA	NA	32	24	21
1	NA	36	29	26	21
2	NA	29	26	22	18
3	30	27	26	25	21
4	24	23	23	23	19
5	20	18	18	18	14
6	15	14	14	13	13
7	13	13	12	12	11
8	12	10	9	9	9

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended

practice/activity?	SMART Goal?		involved?	time, curriculum, etc.)?
Activity 1 ● **Teachers will set growth goals with each student**	Tracking sheets and conferences with students	All year, as progress checks come up (4-6 weeks)	Site Based PLCs	[Student Goal Tracking Sheet](#) [Chat Student Data Sheet](#) [More iready Tracking Sheets](#) [Student Tracking Sheets (created by Burnell)](#) [Data Analysis Guide](#)
Activity 2 ● **Math Success Groups**	Common formatives and summatives	As progressing in skills and concepts –every week	Teachers and Cynthia Lutz	iReady, Bridges Intervention
Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above).				

SMART Goal 3(optional):

Attendance
- **By June 2024, Clovis Point students' at 90% or better for attendance will increase from 73.69% of the student population to 90% of the student population as progress monitored by monthly attendance reports.**

Needs Assessment Data and Summary Statement (relevant to this goal):

Percentages of Students, Grouped by School, Who Have Attendance at or Above 90%, in 2022/23
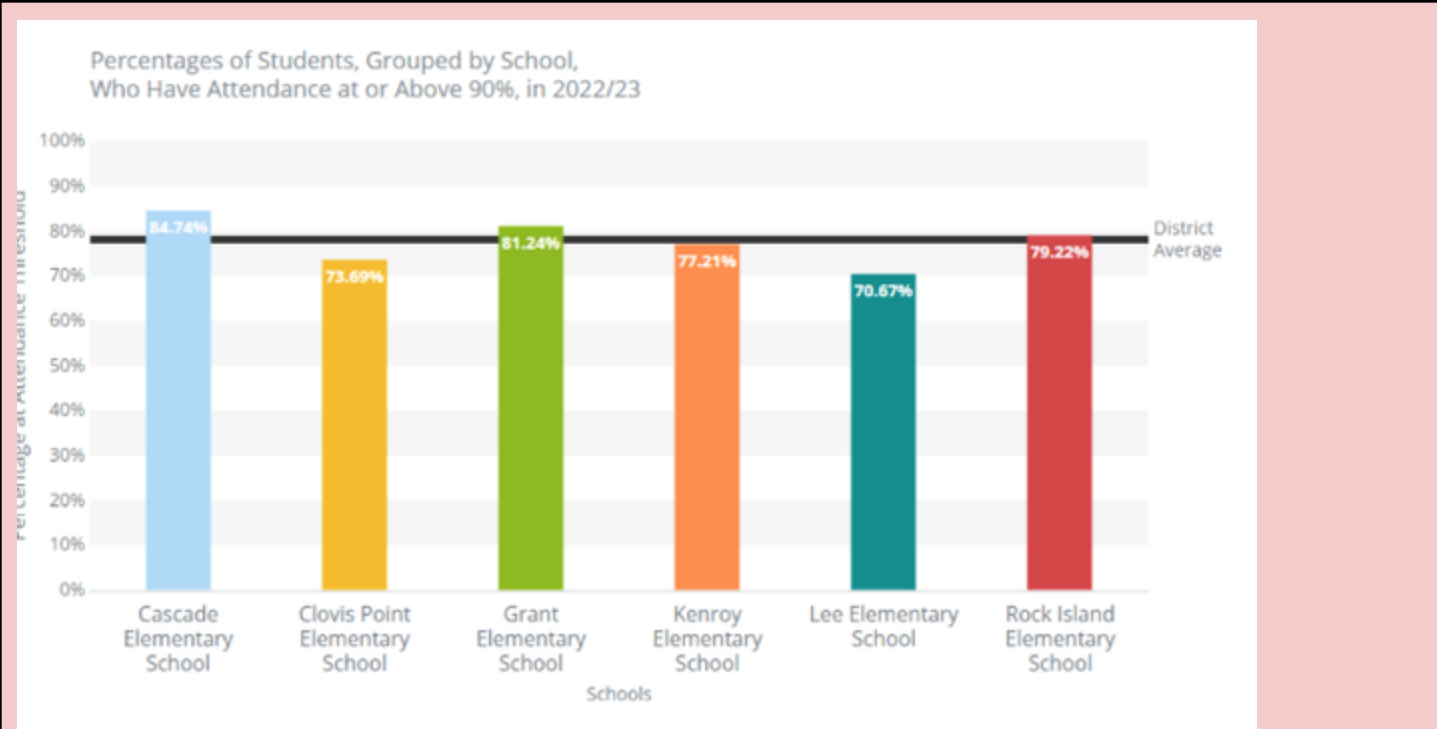
73.64% of students had attendance at 90% or more. Students need to be at school in order to learn.

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Activity 1 ● **Teachers will talk to parents at conferences re: attendance and set goals with students who are already absent**	Attendance % Note in Q after phone call with follow up in PS if there's no answer	Conferences Oct 25-27	Classroom Teachers and Dominique Coffin	Q spreadsheet under Important Docs

a lot. ● **Teachers will call (not PS) parents when students are absent - the ones we are worried about. Not all absences….**		Monthly Throughout the year as needed		
Activity 2 ● **Dom will facilitate with VPs - and build elementary district plan** ● **VP will send out tier 1 and tier 2 letters as attendance is tracked monthly.**	We will share/build a plan together to help track data and be consistent from school to school We will track student attendance, letters being sent home (tier 1 and tier 2), as well as phone calls home, home visits, and Truancy Officer meetings (tier 3).	We will meet bi weekly as a group to help build our plan. After the plan is created we will meet monthly to talk data. This will be done monthly.	Dominique Coffin and other Elementary VPs Dominique Coffin	Shared folder Spreadsheet shared on important docs
Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above)				

Title I Elementary Schoolwide Plan Addendum 2023-24
Clovis Point Elementary

Planning Team			
Name of Team Member	**Position/ Representation**	**Signature**	**Date**
Leigh Ann Strawn (3)	Chairperson	*Leigh Ann Strawn*	10/18/23
Amy Dorey	Principal	*Amy Dorey*	10-14-23
Dominique Coffin	Assistant Principal	*Dominique Coffin*	10/27/23
Shiela Erb	Classified	*Shiela Erb*	10-24-23
Kari Stewart (Specialists)	Teacher	*Kari Eherenfieldt-Stewart*	10/18/23
Sara Pritchard (K)	Teacher	*Sara Pritchard*	10/30/23
Isis Cazzanigi (1)	Teacher	*Isis Cazzanigi*	10/23/23
Michaela Sheehan (2)	Teacher	*Michaela Sheehan*	10/23/23
Bethany Brown (4)	Teacher	*Bethany Brown*	10/27/23
Ismael Williams (5)	Teacher	*Ismael Williams*	10/27/23
Lolita Zehnder (6)	*Teacher*	*Lolita Zehnder*	10/29/23

Mission/Vision Statement

CREATING

ReLATIONSHIPS AND

OPPORTUNITIES IN AN

EnVIRONMENT THAT IS

INCLUSIVE AND

SUCCESSFUL

DREAM - BELIEVE - ACHIEVE

p

Our vision is to create a community of learners where respect, collaboration, inclusion, and excellence are at the core of our values. We will establish a safe environment where every individual has a sense of belonging and thrives academically, emotionally, and socially. Through this commitment, we will prepare our students to be responsible, compassionate, and contributing members of society.

Title I Elementary Schoolwide Plan Addendum 2023-24
Clovis Point Elementary

Culture of Equity Statement
ALL Means ALL

Component 1: Comprehensive Needs Assessment

Washington State Improvement Framework (insert); include any other relevant data

NEED THIS STILL —

Data Studied:
- SBA - 3rd/4th/5th/6th ELA/Math/Science
- DIBELS
- iReady
- WIDA 23 Data

G3 Grade 3 ELA Summative

Overall | Claim

Average Scale Score for **64** results

2424 ± 11 ⓘ

Student Score Distribution

Level 4	28%	
Level 3	19%	
Level 2	25%	
Level 1	28%	

Show Results ⌄

G3 Grade 3 Math Summative

Overall | Claim

Average Scale Score for **65** results

2422 ± 10 ⓘ

Student Score Distribution

Level 4	20%	
Level 3	28%	
Level 2	20%	
Level 1	32%	

Show Results ⌄

G4 Grade 4 ELA Summative

Overall | Claim

Average Scale Score
for **64** results

2481 ± 11 ⓘ

Student Score Distribution

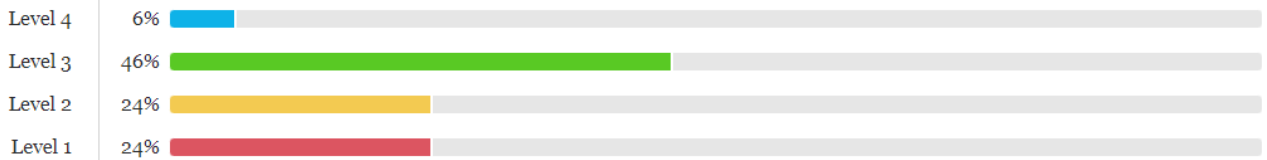| Level	Percent	
Level 4	30%	
Level 3	31%	
Level 2	19%	
Level 1	20%	
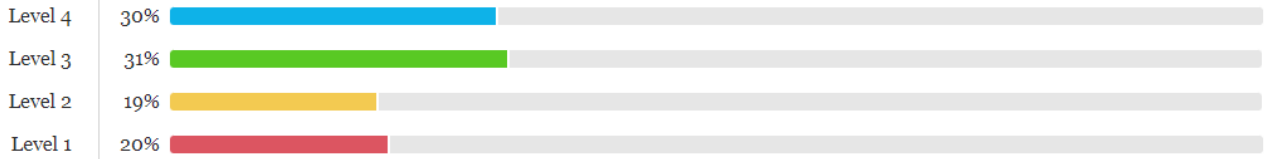
Show Results ∨

G4 Grade 4 Math Summative

Overall | Claim

Average Scale Score
for **66** results

2472 ± 9 ⓘ

Student Score Distribution

Level	Percent	
Level 4	6%	
Level 3	46%	
Level 2	24%	
Level 1	24%	

Show Results ∨

G5 Grade 5 ELA Summative

Overall | Claim

Average Scale Score for **58** results

2438 ± 14

Student Score Distribution

Level	%
Level 4	12%
Level 3	19%
Level 2	12%
Level 1	57%
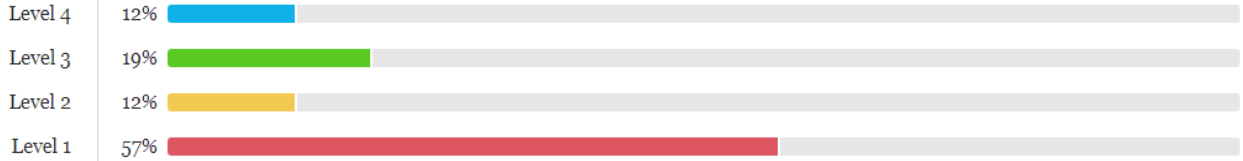
Show Results ⌄

G5 Grade 5 Math Summative

Overall | Claim

Average Scale Score for **58** results

2448 ± 9

Student Score Distribution

Level	%
Level 4	3%
Level 3	9%
Level 2	38%
Level 1	50%
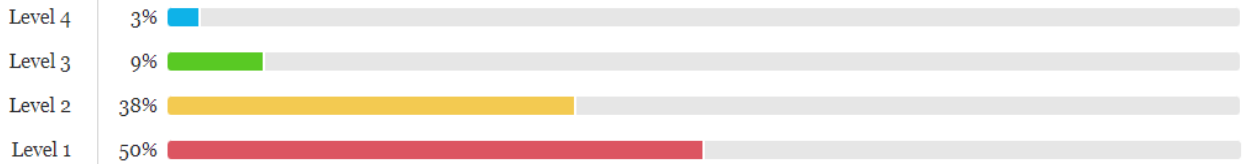
Show Results ⌄

G5 Grade 5 WCAS Summative

Overall | Reporting Area

Average Scale Score for **58** results

655 ± 7
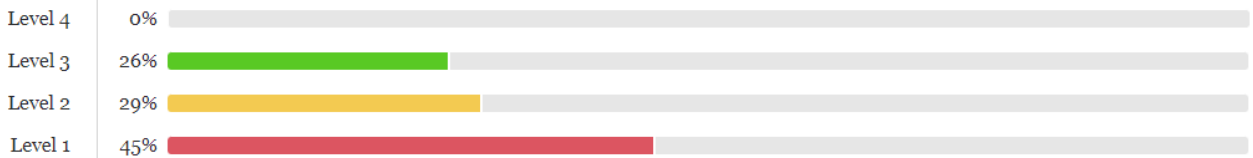
Student Score Distribution

Level	%
Level 4	0%
Level 3	26%
Level 2	29%
Level 1	45%

Show Results ⌄

G6 Grade 6 ELA Summative		Overall	Claim

Average Scale Score for **76** results

2545 ± 11 ⓘ

Student Score Distribution

Level 4	31%	
Level 3	28%	
Level 2	17%	
Level 1	24%	

Show Results ⌄

G6 Grade 6 Math Summative		Overall	Claim

Average Scale Score for **78** results

2523 ± 12 ⓘ

Student Score Distribution

Level 4	21%	
Level 3	24%	
Level 2	24%	
Level 1	31%	

Show Results ⌄

See below DIBELS Data 22-23

2022-2023 All Grades Status - DIBELS 8th Edition
District: Eastmont School District School: 22-23 Clovis Point Elementary

DIBELS® Data System

Grade	Beginning	Middle	End
K	No students with data.	n=64 45 (70%) 8 (13%) 4 (6%) 7 (11%)	n=65 26 (40%) 8 (12%) 15 (23%) 16 (25%)
1st	n=63 26 (41%) 15 (24%) 18 (29%) 4 (6%)	n=67 31 (46%) 17 (25%) 14 (21%) 5 (7%)	n=64 18 (28%) 10 (16%) 18 (28%) 18 (28%)
2nd	n=67 35 (52%) 12 (18%) 14 (21%) 6 (9%)	n=66 27 (41%) 12 (18%) 19 (29%) 8 (12%)	n=64 11 (17%) 16 (25%) 22 (34%) 15 (23%)
3rd	n=60 18 (30%) 13 (22%) 20 (33%) 9 (15%)	n=62 26 (42%) 9 (15%) 16 (26%) 11 (18%)	n=65 20 (31%) 18 (28%) 16 (25%) 11 (17%)
4th	n=63 8 (13%) 13 (21%) 30 (48%) 12 (19%)	n=64 12 (19%) 10 (16%) 19 (30%) 23 (36%)	n=65 9 (14%) 14 (22%) 14 (22%) 28 (43%)
5th	n=58 16 (28%) 16 (28%) 20 (34%) 6 (10%)	n=54 21 (39%) 16 (30%) 10 (19%) 7 (13%)	n=57 26 (46%) 11 (19%) 10 (18%) 10 (18%)
6th	n=73 16 (22%) 13 (18%) 13 (18%) 31 (42%)	n=77 25 (32%) 10 (13%) 16 (21%) 26 (34%)	n=74 20 (27%) 7 (9%) 14 (19%) 33 (45%)
All	n=384 119 (31%) 82 (21%) 115 (30%) 68 (18%)	n=454 187 (41%) 82 (18%) 98 (22%) 87 (19%)	n=454 130 (29%) 84 (19%) 109 (24%) 131 (29%)

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
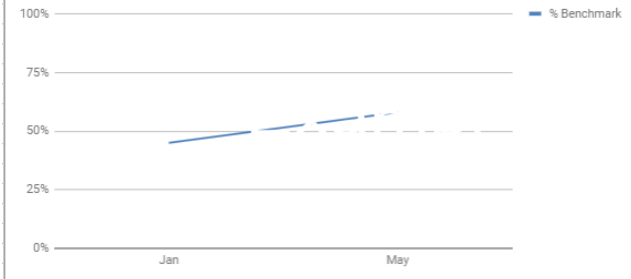Results Based On DIBELS 8 Composite Score

Grade Level	K-6		Subject:	iReady	

SMART Goal: By May, through the iready program, 80% of all students K-6 will meet or exceed the projected growth goal in ELA as measured by iready Diagnostic tes
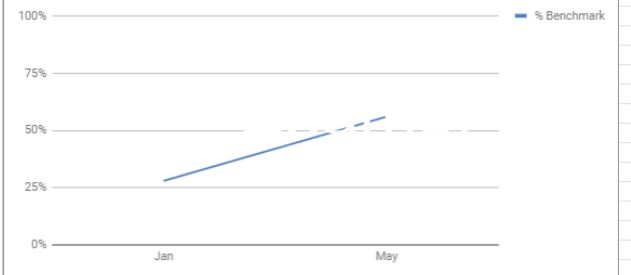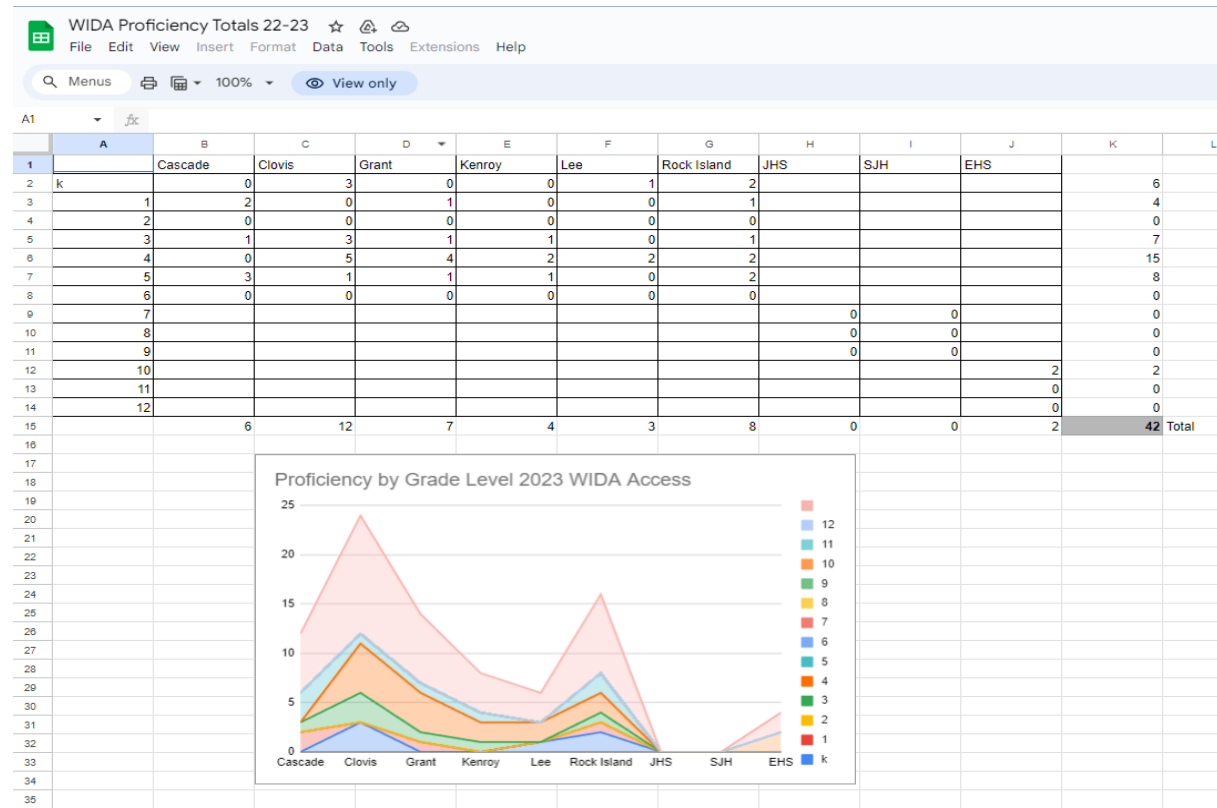

	Pre-Assessment					
Date		Jan	May			
Goal						
% Benchmark		45%	58%			

Grade Level	K-6		Subject:	iReady	

SMART Goal: By May, through the iready program, 80% of all students K-6 will meet or exceed the projected growth goal in math as measured by iready Diagnostic test.

	Pre-Assessment					
Date		Jan	May			
Goal						
% Benchmark		28%	56%			

WIDA Data 2023

WIDA Proficiency Totals 22-23

	A	Cascade	Clovis	Grant	Kenroy	Lee	Rock Island	JHS	SJH	EHS	K	L
2	k	0	3	0	0	1	2				6	
3	1	2	0	1	0	0	1				4	
4	2	0	0	0	0	0	0				0	
5	3	1	3	1	1	0	1				7	
6	4	0	5	4	2	2	2				15	
7	5	3	1	1	1	0	2				8	
8	6	0	0	0	0	0	0				0	
9	7							0	0		0	
10	8							0	0		0	
11	9							0	0		0	
12	10									2	2	
13	11									0	0	
14	12									0	0	
15		6	12	7	4	3	8	0	0	2	42 Total	

Proficiency by Grade Level 2023 WIDA Access

Student Populations:

1. **What key takeaways does your school have about how student groups are performing on state and locally determined indicators of learning and teaching success?**

Academic Achievement Needs:

- We need a solid T1 program for phonics instruction.
- We need a solid and aligned, T1 curriculum to teach ELA.
- We need common assessments so teachers can compare how students did and share instructional strategies.
- We continue to see the academic effect of COVID on our students and need to create a T2 system for students to get small group instruction based on essentials not mastered in the classroom.
- Math is a struggle for students in general - missing foundational skills over the past few years.

Student Attendance Needs:

- We have a small percentage of kids that we can not get to school. Our VP is building a T1, T2 and T3 structure to help improve this area. We also wrote this into our goal and included teacher phone calls.

2. What are some possible root causes your team has identified? Consider areas of strength and what it will take to build strength in other areas:

- A lack of clear, defined and unpacked essentials
- A lack of aligned curriculum in ELA, Math and Science
- A lack of common district-wide assessments
- A lack of understanding of the above by staff
- Behavior has impeded learning
- Need more time as PLC teams to do the work
- Vertical alignment as a district
- Need a math intervention specialist to help with T2/T3

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information).

   a. What strengths do they possess?
   They want to be at school - they want to belong and to learn.

   b. What challenges do they face?
   Many of our students are from poverty. They manage multiple homes , family struggles and obligations. Many of our students also struggle with self-regulation when they have big emotions.

   c. What are some important relationships in their life?
   Their current teacher, past teachers, peers, classified personnel who work with them or sees them outside, the front office staff, our counselor, the VP, the Principal.

Educators:

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?
We work hard everyday to meet the needs of our vast population and align to our Mission, Vision and Equity Statement. It has gotten harder as an educator as students and parents have changed over time. You will see our staff SHOW UP and work hard to meet the diverse needs of our students.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions).
T2 data tracking for K, 1 and 2. T3 intervention tracking on Homeroom. iReady Pathways and iReady growth.
Focus on Behavior -T1: Staff Meeting PD and time to plan and process together. Sarah Clarke Behavior presentation. Possible ACE's training.

3. **What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?**
   We have added behavior professional development and built a support team. We have added training for new curriculum and programs. Our intervention staff have time built into their schedule to support T2.

Systems of Support:
1. **Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.**
   We have an all hands on deck approach. We show up everyday and work hard for our students. Since this is our 2nd year as a true elementary school, we are proud of what we have built together. MTSS has been a focus for Clovis - We have built parts of T1, T2 and T3 - and now we need to dig in and really strengthen each Tier together.

   <u>**Academics**</u>
   Response to intervention has been our focus. We created a team and bought many resources to help our most struggling students.   We have built a schedule where they get T1, T2 and T3. Teachers have agreed to put their extra support staff into our T3 intervention so we can serve more students. We also moved one of our intervention teachers to focus on math when we looked at our iReady and SBA scores.

   <u>**PBIS**</u>
   We have built a solid T1 system that includes monthly character traits, awards for those traits, weekly lessons that align to the traits. We have implemented another program called Kelso's choice that gives us a common language and teaches students what to do when they are faced with a small problem. We created a behavior team that meets weekly to help focus our SEL groups, counselor groups, behavior para and any T3 students that need support.

2. **How did your school identify these areas of strengths and improvement?**
   We identified the need through data above, feedback and SWIS data. We will now focus on T1 and T2 as a school - sending support to our K/1 teachers who need not only the extra hands - but support in getting a T2 system up and running.

3. **How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.**
   We have partnered with 2 organizations to help our students excel. 1) We have created a Clovis Community Hero program. The Wenatchee Downtown Association supports nine, 6th grade students a year who exude our 3 standards and all character traits that we focus on. They are awarded a certification, social media attention and $100.00 from a local business. We have also partnered with The Eastmont Baptist Church in two ways. They bring thank you gifts for our staff throughout the year. They also support us if we have a family or student in

need. This year, we have also partnered with them to pilot a lunch buddy program where a few adults will come at lunch and eat with our students.

4. **What areas have you identified as areas of strength, and where do you hope to strengthen and build further family and community engagement and partnerships?**

We have great relationships with our community - As we began a PTO last year, our hope is to grow our parent involvement.

Component 2: Well-Rounded Education

Needs Assessment Summary:
Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan. **Directions**: Write your SMART Goals below and then this section is complete. (Minimum of 2)

SMART Goal 1:
Reading
- By May 2024, 90% of Eastmont K-1 students will be at Core or above on the predominant DIBELS measure. DIBELS Folder
    - Kinder:
        - Beginning: LNF (Letter Naming Fluency) 25+
        - Middle: LNF (Letter Naming Fluency) 37+
        - **End: NWF (Nonsense Word Fluency) - CLS (Correct Letter Sounds) 31- 49+**
    - 1st Grade:
        - Beginning: NWF (Nonsense Word Fluency) - CLS (Correct Letter Sounds) **30 - 46+**
        - Middle: **52-77+**
        - **End: ORF (Oral Reading Fluency) 39+**
- By May 2024, 80% of Clovis 2-6 students will be at Core or above based on DIBELS ORF. Track Data HERE
- By May, through the iready program, 80% of all students K-6 will meet or exceed the projected growth goal in ELA as measured by iready Diagnostic test. Track Data HERE

SMART Goal 2:
Math

- **By May, through the iready program, 80% of all students K-6 will meet or exceed the projected growth goal in <mark>Math</mark> as measured by iready Diagnostic test. Track Data HERE**

SMART Goal 3:

Attendance

- **By June 2024, Clovis Point students' at 90% or better for attendance will increase from 73.69% of the student population to 90% of the student population as progress monitored by monthly attendance reports.**

See SIP for more detailed information

Component 3: Consolidated Funds Matrix to Support Our Schoolwide Program

All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated. **Directions**: Add any other information that is true for your building.

Consolidated Funds Matrix		
Program	**Intent and Purpose**	**Activities Implemented to meet Intent and Purpose**
Basic Ed.	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services, as needed.	PLC time to meet and collaborate PLC training Curriculum adoption and alignment
Title I, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high quality, well-rounded education and to close educational achievement gaps.	K-1 District Literacy Coach Certificated Intervention staff MBAS - translate, support families Clovis' counselor is paid .4 Clovis' reading intervention teacher is paid .7
Title II, Part A	Preparing, training, and recruiting effective teachers, principals or other school leaders.	GLAD coach
Title III	To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other	ML certificated teachers GLAD coach MBAS

	children are expected to meet	
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.	K-1 District Literacy Coach Behavior paraprofessional Support Intervention paraprofessional Certificated Intervention staff
Local Funds	Local levy revenue may be combined w/SW programs.	
Other Funding Sources		LAP monies go to provide materials for students underperforming in reading, math and behavior. The Haring Center for support in our journey toward inclusion.

TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: School Improvement Plan and the Title I Schoolwide Plan Addendum for Grant Elementary School

DATE: November 13, 2023

CATEGORY

☐Informational ☐Discussion Only ☐Discussion & Action ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is the School Improvement Plan and the Title I Schoolwide Plan Addendum for Grant Elementary School for your review.

ATTACHMENT
☒Plans

FISCAL IMPACT
☒State and federal funds

RECOMMENDATION

The administration recommends approval of the School Improvement Plan and the Title I Schoolwide Plan Addendum for Grant Elementary School.

Eastmont School Improvement Plan 2023-24
Grant Elementary

SMART Goal 1: By May 2024, 90% of Eastmont K-1 students will be at Core or above on the predominant DIBELS measure.

By May 2024, 90% of Eastmont K-1 students will be at Core or above on the predominant DIBELS measure.

- **Kinder**:
    - Beginning: LNF (Letter Naming Fluency).
    - Middle & End: NWF (Nonsense Word Fluency) - CLS (Correct Letter Sounds)
- **1st Grade**:
    - Beginning: NWF (Nonsense Word Fluency) - CLS (Correct Letter Sounds)
    - Middle & End: ORF (Oral Reading Fluency)

By May 2024, 2-6th Grades:

- **2nd Grade**: By May 2024, students at Core or above in accuracy (96%) will increase from 33% of students to 70% of students as measured by DIBELS Oral Reading Fluency.

- **3rd Grade**: By May 2024, 90% of 3rd grade students will increase their ORF score by 41 or more words per minute (1 year's growth) as measured by DIBELS Oral Reading Fluency.

- **4th Grade**: By May 2024, 100% of Strategic 4th grade students will reach their 'Average Growth Goal' in ORF as determined by DIBELS data.

- **5th Grade**: By May 2024, 31% of 5th graders will maintain core proficiency in reading according to the MAZE assessment. 61% (Intensive & Strategic) of students will improve by 7.5 points on the MAZE assessment (1 year's growth).

- **6th Grade**: By May 2024, 49% of sixth graders will maintain core proficiency in reading according to the MAZE assessment. 51% (Intensives & Strategics) of students will improve by 8 points on the MAZE assessment (1 year's growth).

Needs Assessment Data and Summary Statement (relevant to this goal):

2023-2024 All Grades Status - DIBELS 8th Edition
District: Eastmont School District School: Grant Elementary K-6

Grade	Beginning	Middle
K	n=86 56 (65%) 14 (16%) 16 (19%) 0 (0%)	No students with data.
1st	n=64 24 (38%) 9 (14%) 18 (28%) 13 (20%)	No students with data.
2nd	n=82 44 (54%) 14 (17%) 19 (23%) 5 (6%)	No students with data.
3rd	n=66 19 (29%) 8 (12%) 26 (39%) 13 (20%)	No students with data.
4th	n=75 10 (13%) 21 (28%) 29 (39%) 15 (20%)	No students with data.
5th	n=69 18 (26%) 12 (17%) 31 (45%) 8 (12%)	No students with data.
6th	n=54 15 (28%) 11 (20%) 14 (26%) 14 (26%)	No students with data.
All	n=496 186 (38%) 89 (18%) 153 (31%) 68 (14%)	No students with data.

Legend n = Number of Students ■ Intensive Support □ Strategic Support ■ Core Support ■ Core^ Support
Results Based On K-Beginning: LNF K-Middle - 1st-Beginning: NWF-CLS 1st-Middle - 8th-End: ORF-Words Correct

The graph above illustrates Grant student's abilities in relation to the DIBELS Assessment-Predominate Measure, fall 2023.

Of the 496 Grant students tested in the fall, 38% are reading well below grade-level (intensive), 18% are close to grade-level (strategic), and 45% are at grade-level proficiency or above.

To meet our goal of 90%, we will work at Tier 1, Tier 2 and Tier 3 levels to move 45% of our students

to grade-level reading or above.

Students not meeting grade-level proficiency, will show over a year's worth of growth in DIBELS &/or iReady (growth reports).

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Activity 1 **School Wide Assessment System & Monthly Monitoring**	**DIBELS PM** Kindergarten-NWF-CLS 1st-ORF 2nd-Accuracy 3rd-ORF 4th-ORF 5th-Maze 6th-Maze	**Sept. 2023-May 2023** Monitored and reviewed Progress Monitoring Monthly Benchmarking 3 time/year	Grade Level Teams MTSS Team Site Council Building Administrators	DIBELS (Predominant Measure) iReady (Growth Reports)
Activity 2 **Tier 1** **Consistent Instruction, Curriculum & Materials Implementation**	District Pacing Guide Common Formative Assessments (CFA's)	**Sept. 2023- May 2024** **Monitored & Reviewed** Quick Checks-Daily/Weekly Common Formative Assessments (CFA's) on Essential Standards by Unit	District ELA Team (Grant Reps) Grade-Level ELA Teachers Instructional Coach (K & 1) MTSS Team Building Administration	**Tier 1 Curriculum-** *Benchmark Advance (K-6); 95% Core Phonics (K-3);* **Professional Dev.** *Benchmark Advance;* Instructional Coaching (K & 1) *LETRS (K-2)*
Activity 3 (optional) Tier 2 @ Grade Levels	**DIBELS** Kindergarten- NWF-CLS	**Sept. 2023- May 2024**	Grade-Level Teams	**Tier 2 & 3 Curriculum-** *Benchmark*

Coordinated Tier 3	1st-6th Grades- ORF	**Monitored & Reviewed** Progress Monitoring- Monthly Benchmarking- 3 times/yr	MTSS Team Site Council Building Admin	*Advance-Intervention; 95% Intervention; iReady My Path , REWARDS; UFLI; Just Words, Wilson Reading System* **Personnel:** LAP Paraeducators Title 1 & LAP Funded Certificated Staff SpEd and TBIP Funded Certificated Staff
Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above).				

SMART Goal 2: Math by grade level essentials

By May 2024, K-6 (grade levels determine % proficiency) students will be at Core or above (Proficiency Level 3 or 4), in a grade level essential standard in Math as measured by iReady benchmark, Standards Mastery or classroom based assessments.

- **Kindergarten**: By May 2024, 70% of Kindergarten students will be at Core in counting objects and writing all numbers 0-20 as measured by the "Counting and Writing Numbers Assessment".
  - K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

- **1st Grade**: By May 2024, 90% of 1st-grade students will score proficient or above in fluency for addition and subtraction within 10.

- **2nd Grade**: By June 2024, _____ 2nd graders will increase their growth of CCSS 2.NBT.5 (addition within 100) from 0% to 80% of students meeting proficiency.

- **3rd Grade**: From Fall to Spring, students will increase their understanding and application of multiplication (3.OA.A.1) from 11% to 80% proficient as measured by iReady benchmark assessment strand Algebra & Algebraic Thinking.

- **4th Grade**: By May 2024, all 4th grade students will increase their proficiency by one level in equivalent fractions on a number line (4.NF.1) and compare equivalent fractions (4.NF.2) as measured by Common Assessments, exit tickets, and T2 interventions.

- **5th Grade**: During the Add/Subtract Fractions unit, addressing CCSS 5.NF.1-3, 75% of students who scored below level 2 will increase by 1 proficiency level by the end of March 2024 as measured by common district assessment and exit tickets.

- **6th Grade**: By May 2024, 75% of the 6th grade students will be at level 3 or above in 6. RP.3a (equivalent ratio tables) as measured by the Eastmont 6th grade common assessment and iReady.
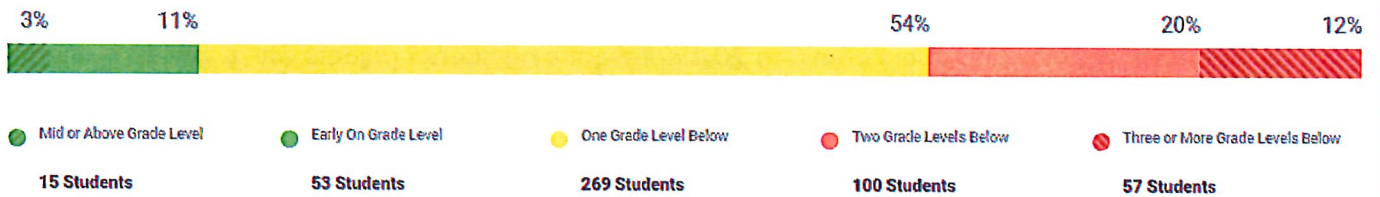
Needs Assessment Data and Summary Statement (relevant to this goal):

Overall Placement

Students Assessed/Total: **494/502**

3%	11%		54%	20%	12%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
15 Students	**53 Students**	**269 Students**	**100 Students**	**57 Students**

(i) **The Mapping Between 5-Level and 3-Level Placements**

The graph above illustrates Grant student's abilities in relation to Math iReady Diagnositic Results Assessment, Fall 2023 for K-6.

Of the 494 Grant students tested in the fall, 12% are well below grade-level (3 or more Grade levels below), 20% are (two grade levels below), 54% are one grade level below and14% are at grade-level proficiency or above.

Placement by Domain

Domain				
Number and Operations (NO)				
Algebra and Algebraic Thinking (ALG)				
Measurement and Data (MS)				
Geometry (GEO)				

Switch Table View
Placement Summary

Choose to Show Results By
Grade

+ Add secondary demographic to show results by

Showing 7 of 7

Grade	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K		5%	18%	77%	0%	0%	84/86
Grade 1		0%	6%	72%	22%	0%	64/68
Grade 2		3%	5%	53%	40%	0%	80/81
Grade 3		0%	3%	59%	20%	18%	66/66
Grade 4		5%	15%	44%	21%	15%	75/75
Grade 5		3%	11%	38%	23%	25%	71/71
Grade 6		6%	17%	31%	17%	30%	54/55

Each grade level determined an essential standard in math that met the criteria of Readiness, Endurance, Assessed and Leverage. (R.E.A.L.) An essential standard would be embedded in a diagnostic score by a grade level.

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Activity 1				

Identify and "unpack" a grade-level Essential Standard	Artifact- Completed Essential Standard Template	September- December 2023	Site Council, including Building Admin Grade-Level & Content PLC's	Training on "unpacking"
Activity 2 Create Assessments aligned to the Essential Standard	Artifact- Common Formative Assessments aligned to Essential Standard	September- December 2023	Grade-Level & Content PLC's	Extended Time
Activity 3 (optional) Tracking Data using a TACA Document	Artifact- TACA Document completed and shared; 3 times a year	Sept. 2023- May 2024 (Benchmarking)	Site Council, including Building Admin Grade-Level & Content PLC's	Review of TACA Process
Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above).				

SMART Goal 3(optional): By May 2024, at least **85%** percent (90% stretch goal) of our students will meet our school attendance goal of no more than 10% absence rate as measured by Qmlativ attendance data.

Needs Assessment Data and Summary Statement (relevant to this goal):

Percentages of Students, Grouped by School, Who Have Attendance at or Above 90%, in 2022/23

Percentage at Attendance Threshold

School	Percentage
Cascade Elementary School	84.74%
Clovis Point Elementary School	73.69%
Grant Elementary School	81.24%
Kenroy Elementary School	77.21%
Lee Elementary School	70.67%
Rock Island Elementary School	79.22%

District Average

Schools

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?

Eastmont School Improvement Plan 2023-24
Grant Elementary

Activity 1 Consistent & Accurate Attendance Data Tracking -Meet with families of students who are not meeting attendance standards.	Monthly attendance reports in QmLativ, Quarterly and comparative reports in Homeroom	**Sept. 2023- May 2024 Monthly attendance building wide, Homeroom reports reviewed quarterly**	Caitlin Walters- Asst. Principal Nancy Garcia (Attendance Secretary) Liz Rodriguez (Migrant Achievement Specialist) Counselor/Migrant/ Nursing Team (as needed) Truancy Officer	Attendance Data in Q & Homeroom District Colleague Support Tardy Trackers Attendance Success Plans Scheduled Parent Meetings Attendance Letters
Activity 2 K-3 Monthly Student attendance rewards for students at 90% present. 4-6 Quarterly attendance rewards for students at 90% present.	Monthly and quarterly attendance reports in QmLativ, Quarterly and comparative reports in Homeroom	Sept. 2023- May 2024 Monthly	Caitlin Walters- Asst. Principal Kirsten Mittelstaedt- Principal Nancy Garcia (Attendance Secretary) Classroom Teachers	Parent Communication Student Communication Student Recognition/Rewards PTO
Activity 3 (optional) Attendance Playbook: Parent messaging & communication. -Monthly messages on social media and parent square with statistics and importance of attendance. -Communication of student attendance reports to parents and explanation of their meaning. -Clarification of when students are too sick for school and when they can come to school.	Attendance Data from QmLativ and Homeroom Health Room visits during school day	Sept. 2023- May 2024 Monthly	Caitlin Walters- Asst. Principal Kirsten Mittelstaedt- Principal Liz Rodriguez (Migrant Achievement Specialist) Nancy Garcia (Attendance Secretary) Counselor/Migrant/ Nursing Team (as needed) Other Community Resources	Increased Parent Communication Increased Student Monitoring & Communication Parent Square/Social Media Newsletters Kudo Cards Flyers
Elementary Only: Funding - Grant Elementary PTO will designate $250 to purchase rewards for students meeting the attendance standard each month.				

Title I Elementary Schoolwide Plan Addendum 2023-24
Grant Elementary School

Planning Team			
Name of Team Member	**Position/ Representation**	**Signature**	**Date**
Lauren Jackson	Chairperson	*[signature]*	11·1·23
Kirsten Mittelstaedt	Principal	*[signature]*	11-1-23
Caitlin Walters	Assistant Principal	*[signature]*	11-2-23
Casey Henneigh	Paraprofessional	*[signature]*	11·1·23
Meghan Donaghey	Parent (non-staff)	*[signature]*	11-1-23
Talena Morrell	Teacher	*[signature]*	11-1-23
Sandi Schmidt	Teacher	*[signature]*	11-1-23
Annie Battis	Teacher	*[signature]*	11/1/23
Alli Kenck	Teacher	*[signature]*	11/1/23
Allie Chisholm	Teacher	*[signature]*	11/1/23
Eric Eddy	Teacher	*[signature]*	11/2/23
Jamie Dawn Hartman	Teacher	*[signature]*	11/2/23

Mission/Vision Statement

Mission : Ensuring high levels of learning for all.

Vision: Grant Elementary welcomes all in a safe, caring atmosphere. As a school culture, we value and build relationships throughout our school and community. We work collaboratively to seek and implement strategies for continuous growth and academic success.

Collective Commitments:
- We commit to using the evidence of student learning from our common assessments to address the academic and social needs of each student.
- We commit to being positive, contributing members of our PLCs in order to improve our professional practice.
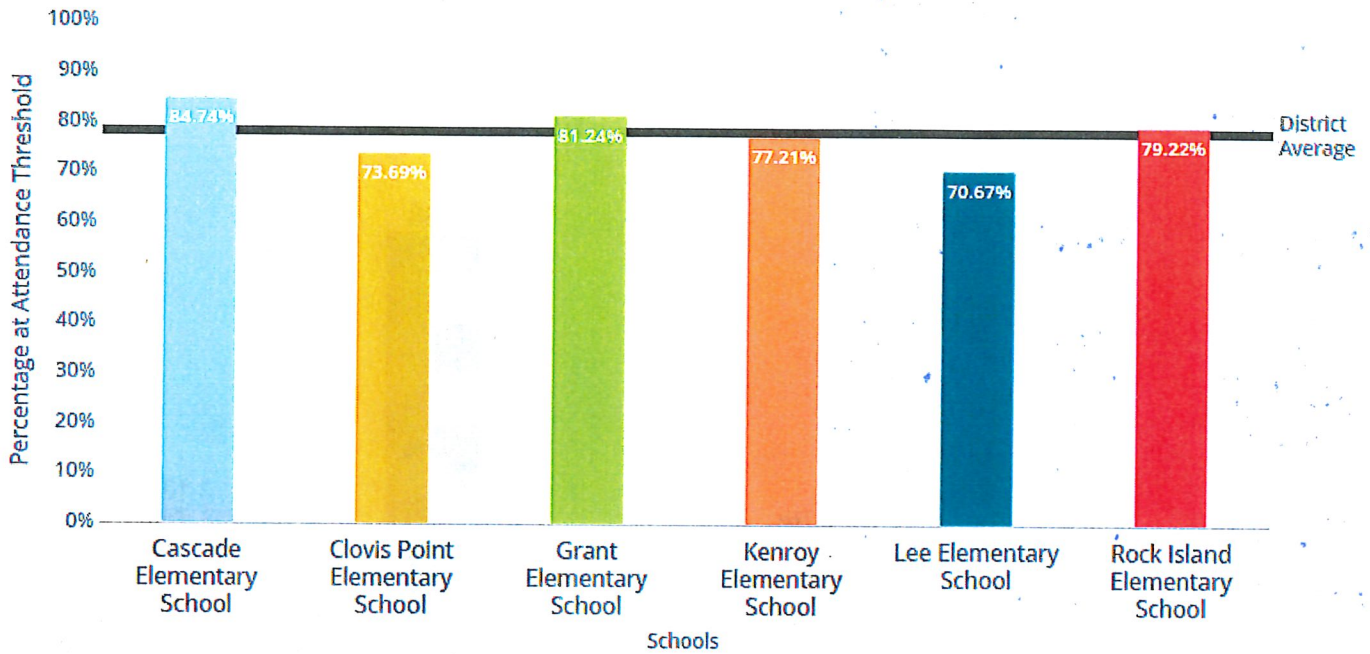
Component 1: Comprehensive Needs Assessment

Grant 2022-23 Year End Attendance Results- 81.24%

Percentages of Students, Grouped by School,
Who Have Attendance at or Above 90%, in 2022/23

Chart: Percentage at Attendance Threshold by school. District Average line shown.
- Cascade Elementary School: 84.74%
- Clovis Point Elementary School: 73.69%
- Grant Elementary School: 81.24%
- Kenroy Elementary School: 77.21%
- Lee Elementary School: 70.67%
- Rock Island Elementary School: 79.22%

X-axis: Schools

Washington State Improvement Framework

Grant Elementary School

2022 Run
Overall Framework Score by Student Group
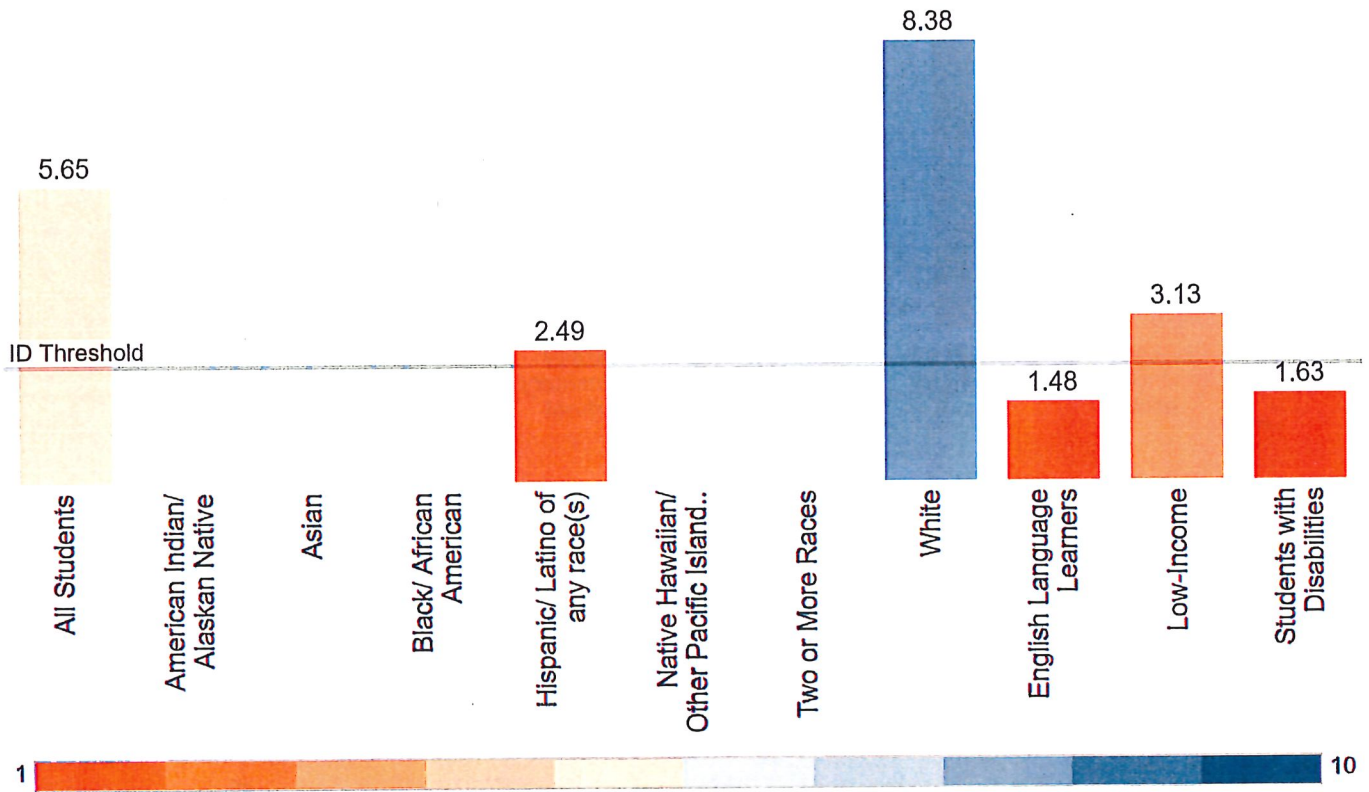
Student Group	Score
All Students	5.65
American Indian/ Alaskan Native	
Asian	
Black/ African American	
Hispanic/ Latino of any race(s)	2.49
Native Hawaiian/ Other Pacific Island..	
Two or More Races	
White	8.38
English Language Learners	1.48
Low-Income	3.13
Students with Disabilities	1.63

ID Threshold

1   10

Summary   Details   Support   **Trend**   Detailed Trend

How did each student group perform on the Washington School Improvement Framework, over time?

Grant Elementary School

Overall Framework Score by Student Group

All Students			Hispanic/ Latino of any race(s)			White			English Language Learners			Low-Income			Students with Disabilities		
5.85	5.75	5.65	3.38	3.20	2.49	7.55	8.45	8.38	2.65	1.85	1.48	3.65	3.75	3.13	2.93	1.80	1.63
2018 Run	2019 Run	2022 Run	2018 Run	2019 Run	2022 Run	2018 Run	2019 Run	2022 Run	2018 Run	2019 Run	2022 Run	2018 Run	2019 Run	2022 Run	2018 Run	2019 Run	2022 Run

ID Threshold

1 ———— 10

Initially released in March 2018, the Washington School Improvement Framework identifies how schools can improve the education of all students. The Framework combines as many as 11 indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts) into a 1-10 score. The school's score then determines the state supports for the school to improve.

[Resources]   [Export to PDF]   [Download Data ▾]   [Contact Us]

Spring 2023, Smarter Balanced Assessment Proficiency ELA, Math & Science (Grades 3-6)

Programs and Characteristics

General (SBA and WCAS)

Programs and Characteristics	ELA	Math	Science
English Language Learn..	9.3%	<6%	<27%
Non-English Language ..	54.1%	52.8%	60.0%
Low-Income	34.4%	32.8%	32.4%
Non-Low Income	70.5%	67.0%	78.9%
Foster Care			
Non-Foster Care	45.6%	43.5%	48.2%
Migrant	<16%	<16%	N<10
Non Migrant	47.7%	45.5%	51.0%
Military Parent	N<10	N<10	48.2%
Non Military Parent	45.6%	43.1%	48.2%
Students with Disabilities	13.3%	16.7%	N<10
Students without Disabi..	49.4%	46.6%	49.0%
Homeless	<30%	<30%	N<10
Non-Homeless	47.3%	45.1%	49.1%
Section 504	26.7%	<20%	N<10
Non Section 504	46.6%	44.8%	49.0%
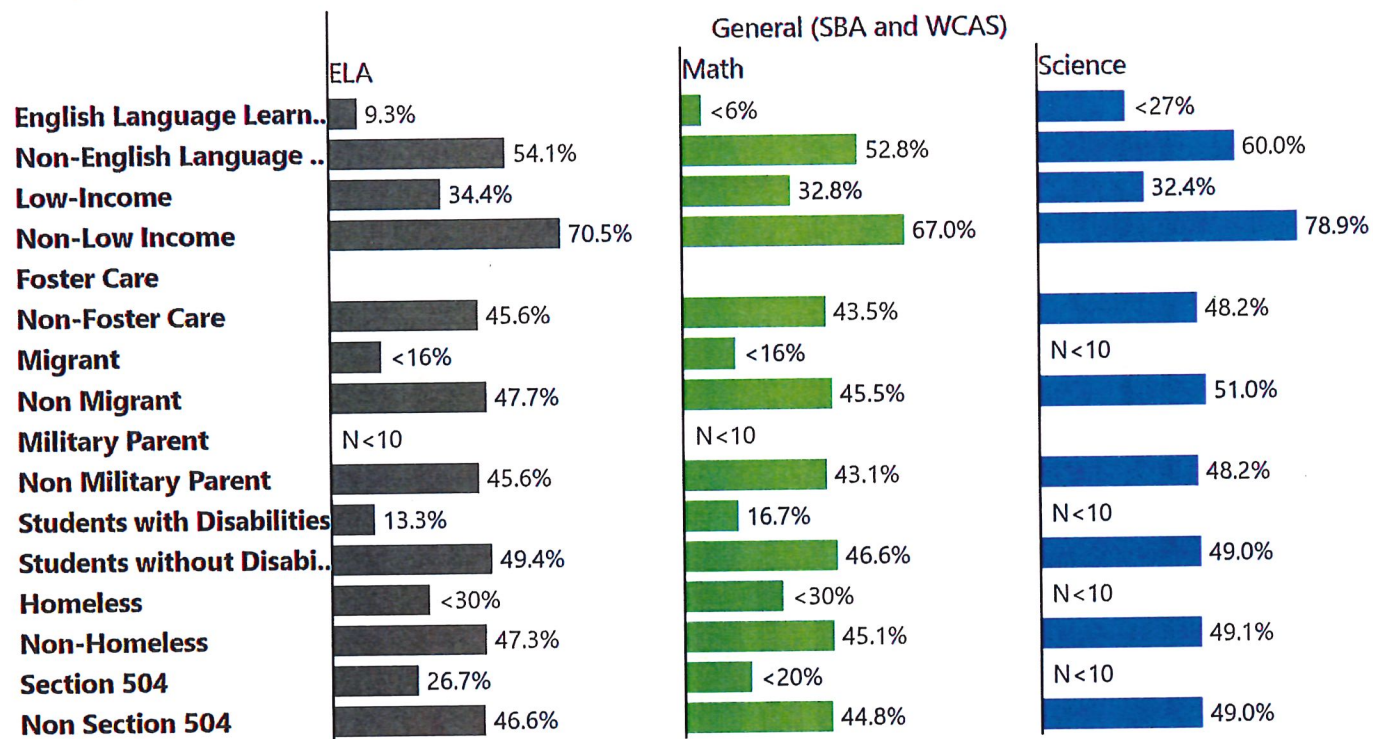
DIBELS- Foundational Reading Data, Fall 2023

2023-2024 All Grades Status - DIBELS 8th Edition
District: Eastmont School District School: Grant Elementary K-6

Grade	Beginning	Middle
K	n=86 56 (65%) 14 (16%) 16 (19%) 0 (0%)	No students with data.
1st	n=64 24 (38%) 9 (14%) 18 (28%) 13 (20%)	No students with data.
2nd	n=82 44 (54%) 14 (17%) 19 (23%) 5 (6%)	No students with data.
3rd	n=66 19 (29%) 8 (12%) 26 (39%) 13 (20%)	No students with data.
4th	n=75 10 (13%) 21 (28%) 29 (39%) 15 (20%)	No students with data.
5th	n=69 18 (26%) 12 (17%) 31 (45%) 8 (12%)	No students with data.
6th	n=54 15 (28%) 11 (20%) 14 (26%) 14 (26%)	No students with data.
All	n=496 186 (38%) 89 (18%) 153 (31%) 68 (14%)	No students with data.

Legend n = Number of Students   ▮ Intensive Support   ▯ Strategic Support   ▮ Core Support   ▮ Core^ Support
Results Based On K-Beginning: LNF   K-Middle - 1st-Beginning: NWF-CLS   1st-Middle - 8th-End: ORF-Words Correct

Student Populations:

1. What key takeaways does your school have about how student groups are performing on state and locally determined indicators of learning and teaching success?

- There is a discrepancy between how student groups are performing on state assessments, according to our WSIF data (above). White students are outperforming Hispanic/Latino students. English Language learners are not meeting proficiency in ELA, or Math in great contrast to non-English Language Learners.

2. What are some possible root causes your team has identified? Consider areas of strength

and what it will take to build strength in other areas:

- **Cause:** Curriculum and assessments in reading and math were not common nor aligned. **This Year's Strength:** A new reading curriculum has been adopted. This has provided teacher training and more instructional alignment throughout the district. A strong foundational phonics program is also being implemented.
- **Cause:** Essential standards and common formative assessments were not identified nor guaranteed. **This Year's Strength:** Essential Standards, in all subject areas, are being developed through the district PLC process.
- **Cause:** Collective efficacy was difficult, due to all teachers not having an identified Professional Learning Community. **This Year's Strength:** All teachers have a PLC team and are collaborating regularly in building and across the district.
- **Cause:** PLC (late start) time was not always aligned to student work and instructional practice. **This Year's Strength:** Staff is learning how to review student work in an effort to find best instructional practices.
- **Cause:** Multilingual curriculum was not aligned to classroom materials and lacked assessments. **This Year's Strength:** Curriculum was purchased to align with classroom instruction.
- **Cause:** Past attendance policies and procedures were not effective in reducing absences. **This Year's Strength:** An attendance committee meets regularly and has planned preventive measures.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information).
   a. What strengths do they possess?
      - A typical student at Grant is one who lives within walking distance to our school. We are 53.5% Hispanic/Latino, white the other 45.1% are white. Many of our Hispanic/Latino students are English Language learners (125 overall). A typical EL student at Grant may be migrant and have higher levels of absences. A typical student eats breakfast and lunch at school for free and has two working parents. Our older elementary students enjoy our leadership opportunities of student leadership, student jobs. A student at Grant works towards

   b. What challenges do they face? 68.5% of our students are low income.

   c. What are some important relationships in their life? Their parents, peers and family groups. A small percentage participate in extracurricular sports but those are costly, especially as students get older.

Educators:
1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?
   - We offer all students the opportunity to participate in leadership, jobs and additional

activities like STEM and Math is Cool. Afterschool clubs occur at school, are free and open to all. Leadership and jobs are offered with a conscious effort towards equal representation that is reflective of the student population.
- Students access and fully participate in <u>grade-level learning</u>, alongside similar-aged peers, in general education classrooms.
- Staff is committed to working collaboratively and taking collective responsibility for the success and struggles of each student.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions).

- **Professional Learning Communities (PLC)**- Collaborative work aligned to essential standards, assessment, interventions and extensions.
- **Professional Development (Materials)** - *Benchmark Advance, iReady, Step Up to Writing, 95% Tier 1 Phonics*
- **Professional Development (Instruction)**- Instructional Framework (CEL) implementation and Cycle of Inquiry

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

- We have begun implementation of all of the evidence-based practices above. All are proving to be powerful and effective.
a. **PLC Evidence:**
  i. Process- Effective collaboration focusing on student work;
  ii. Products- Evidence of PLC product development (standards and assessments)
  iii. PLC Implementation surveys (District). Our staff surveys are favorable and positive regarding PLC work. Grant staff is ready and excited to move along in our PLC learning journey.
b. **Professional Development (ELA Materials and Reading Instruction)**
  i. Evidence- Staff is using all of the ELA materials & assessments adopted by Eastmont School District in Grant classrooms.
  ii. The District Instructional Literacy Coach is working closely with our kindergarten and first grade staff on reading instruction.
c. **Professional Development (Instruction)-**
  i. Evidence- Conversations about instructional practice are aligned to the CEL Instructional Framework. All teachers have chosen instructional areas to focus on.

Systems of Support:
1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength

for your school's system of support and how other areas will be strengthened.

Behavioral
- **Strengths:** We have staff that work to support behavior interventions through a tiered system which includes our school psychologist, counselor, administration, Special Education teachers and new for 23-24 a LAP Behavior Paraeducator.
- **Needs:** Implementation of our new Character Strong Tier 2 intervention. Continual training on how to best meet the behavioral challenges of our students and aligning our new systems.

Social Emotional
- **Strengths:** We have a tier 1 SEL curriculum which is consistent across the district. We use our SEL screener and other indicators of need to identify social emotional groups needed.
  Needs: Continual training on how to best meet the needs of our students. Curriculum that addresses more problem solving steps.

Academic:
- **Strengths:** We've developed a responsive, data-driven system of interventions to meet the needs of all students in ELA. Tier 2 and Tier 3 consist of individualized instruction and materials targeting student needs. Reading interventionists instruct our most intensive students. LAP- funded paraeducators assist students in small groups.
- **Needs:** Continual training on best instructional practices in reading and ensuring more students reach grade-level proficiency. Continued training and support in math instruction and implementation of iReady as an intervention system. EL instructional strategies training and implementation around visuals, vocabulary and building background knowledge in math and reading.

2. How did your school identify these areas of strengths and improvement?
- Through site council's focus on school wide data trends in 2022-2023.
- Site Council beginning of year data focus.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
- We are working to build the partnership between Grant Elementary and CVCH this year as it is a new partnership opportunity geared toward providing healthcare access to families who struggle to access healthcare.

4. What areas have you identified as areas of strength, and where do you hope to strengthen and build further family and community engagement and partnerships?

- Our PTO is strong and welcomes more members each year. The school community is supportive of offerings sponsored by PTO.
- When we host events for the school, our family attendance and involvement numbers are high. This year we've added movie nights, 5th/6th grade activity night, an additional Books and Breakfast.
- Goal: To strengthen our partnership with our parent communities and offer parents

opportunities to be part of our school activities.

Component 2: Well-Rounded Education

Needs Assessment Summary:
Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan. **Directions**: Write your SMART Goals below and then this section is complete. (Minimum of 2)

SMART Goal 1: By May 2024, 90% of Eastmont K-1 students will be at Core or above on the predominant DIBELS measure.

SMART Goal 2: By May 2024, K-6 (grade levels determine % proficiency) students will be at Core or above (Proficiency Level 3 or 4), in a grade level essential standard in Math as measured by iReady benchmark, Standards Mastery or classroom based assessments.

SMART Goal 3: By May 2024, at least 85% percent (90% stretch goal) of our students will meet our school attendance goal of no more than 10% absence rate as measured by Qmlativ attendance data.

See SIP for more detailed information

Component 3: Consolidated Funds Matrix to Support Our Schoolwide Program

All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated. **Directions**: Add any other information that is true for your building.

Consolidated Funds Matrix		
Program	**Intent and Purpose**	**Activities Implemented to meet Intent and Purpose**
Basic Ed.	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services, as needed.	PLC time to meet and collaborate PLC training Curriculum adoption and alignment
Title I, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high quality, well-rounded education and to close educational achievement gaps.	K-1 District Literacy Coach Certificated Intervention staff MBAS - translate, support families
Title II, Part A	Preparing, training, and recruiting effective teachers, principals or other school leaders.	GLAD coach

Title III	To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet	ML certificated teachers GLAD coach MBAS
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.	K-1 District Literacy Coach Behavior paraprofessional Support Intervention paraprofessional Certificated Intervention staff
Local Funds	Local levy revenue may be combined w/SW programs.	
Other Funding Sources		

TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: School Improvement Plan and the Title I Schoolwide Plan Addendum for Kenroy Elementary School

DATE: November 13, 2023

CATEGORY

☐Informational   ☐Discussion Only   ☐Discussion & Action   ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is the School Improvement Plan and the Title I Schoolwide Plan Addendum for Kenroy Elementary School for your review.

ATTACHMENT	FISCAL IMPACT
☒Plans	☒State and federal funds

RECOMMENDATION

The administration recommends approval of the School Improvement Plan and the Title I Schoolwide Plan Addendum for for Kenroy Elementary School.

SMART Goal 1:

SMART Goal(Specific, measurable, attainable, realistic, timebound)

By May 2024, 90% of Kenroy Kindergarten-6th grade students will be reading at grade level or above based on the predominant DIBELS measure. The remaining 10% of students will show over a year's worth of growth in reading.

Needs Assessment Data and Summary Statement (relevant to this goal):

Grade	Beginning	Middle
K	n=65 — 41 (63%), 13 (20%), 11 (17%), 0 (0%)	No students with data.
1st	n=64 — 22 (34%), 10 (16%), 18 (28%), 14 (22%)	No students with data.
2nd	n=71 — 41 (58%), 11 (15%), 13 (18%), 6 (8%)	No students with data.
3rd	n=83 — 35 (42%), 16 (19%), 19 (23%), 13 (16%)	No students with data.
4th	n=90 — 17 (19%), 17 (19%), 43 (48%), 13 (14%)	No students with data.
5th	n=76 — 16 (21%), 14 (18%), 24 (32%), 22 (29%)	No students with data.
6th	n=79 — 24 (30%), 15 (19%), 21 (27%), 19 (24%)	No students with data.
All	n=528 — 196 (37%), 96 (18%), 149 (28%), 87 (16%)	No students with data.

Legend n = Number of Students ■ Intensive Support ☐ Strategic Support ■ Core Support ■ Core^ Support
Results Based On K-Beginning: LNF K-Middle - 1st-Beginning: NWF-CLS 1st-Middle - 8th-End: ORF-Words Correct

The graph above illustrates Kenroy students' reading abilities in relation to the DIBELS Assessment-Predominate Measure, fall 2023.

Of the 528 Kenroy students tested in the fall, 37% are reading well below grade-level (intensive), 18% are close to grade-level (strategic) and 44% are at grade-level proficiency or above.

To meet our goal of 90%, we will work as a collective and coordinated system to move 46% of students to grade-level reading or above.

Students not meeting grade-level proficiency, will show over a year's worth of growth in DIBELS &/or iReady (growth reports).

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Activity 1 (highlighted) **School Wide Assessment System & Monthly Monitoring**	**DIBELS** Kindergarten- NWF-CLS 1st-6th Grades- ORF	**Sept. 2023- May 2024** **Monitored & Reviewed** Progress Monitoring- Monthly Benchmarking- 3 times/yr	Grade-Level Teams MTSS Team Site Council Building Administration	**DIBELS** (Predominate Measure) **iReady** (Growth Reports)
Activity 2 (highlighted) **Tier 1-** **Consistent Instruction, Curriculum & Materials Implementation**	District Pacing Guide Common Formative Assessments (CFA's)	**Sept. 2023- May 2024** **Monitored & Reviewed** Quick Checks- Daily/Weekly Common Formative Assessments (CFA's) on Essential Standards by Unit	District ELA Team (Kenroy Reps) Grade-Level ELA Teachers Instructional Coach (K & 1) MTSS Team	**Tier 1 Curriculum-** *Benchmark Advance* (K-6); *95% Core Phonics* (K-3); Lexia/PowerUp **Professional Dev.** *Benchmark Advance;* Instructional Coaching (K & 1)

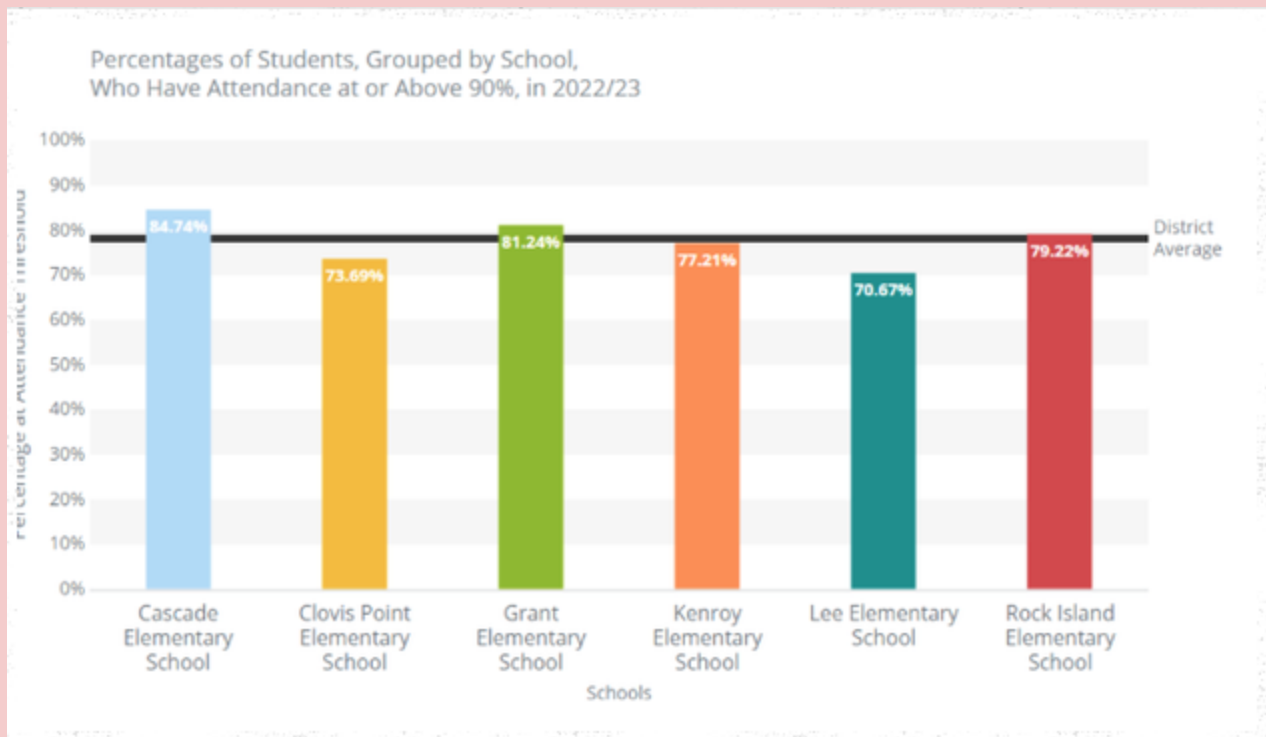|			Building Administration	*LETRS* (K-2)
Activity 3 (optional) **Tier 2 & 3-** **Coordinated Academy System with Interventions & Extensions**	**DIBELS** Kindergarten- NWF-CLS 1st-6th Grades- ORF	**Sept. 2023- May 2024** **Monitored & Reviewed** Progress Monitoring-Monthly Benchmarking- 3 times/yr	Grade-Level Teams MTSS Team Site Council Building Admin	**Tier 2 & 3 Curriculum-** *Benchmark Advance-Intervention;* *95% Intervention;* *Lexia/PowerUp;* *REWARDS;* *UFLI;* *Wilson Reading System* **Personnel:** LAP Paraeducators Title 1 & LAP Funded Certificated Staff SpEd and TBIP Funded Certificated Staff
Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above). Curriculum and Materials NOT provided by District including all Tier 2 & 3 materials mentioned above.				

SMART Goal 2:

SMART Goal(Specific, measurable, attainable, realistic, timebound)

By May 2024, 90% of Kenroy students will attend school regularly with attendance at or above 90%. The remaining 10% of students will improve attendance from the year prior.

Needs Assessment Data and Summary Statement (relevant to this goal):

## Graph #1- Kenroy 2022-23 Year End Attendance Results- 77.21%

Percentages of Students, Grouped by School,
Who Have Attendance at or Above 90%, in 2022/23

School	Percentage
Cascade Elementary School	84.74%
Clovis Point Elementary School	73.69%
Grant Elementary School	81.24%
Kenroy Elementary School	77.21%
Lee Elementary School	70.67%
Rock Island Elementary School	79.22%

District Average

Graph #2- Kenroy's September, 2023 Data- 82.18%

Annual Percentages of Students attending Kenroy Elementary School (23/24) at or Above 90% Attendance in the Years 23/24
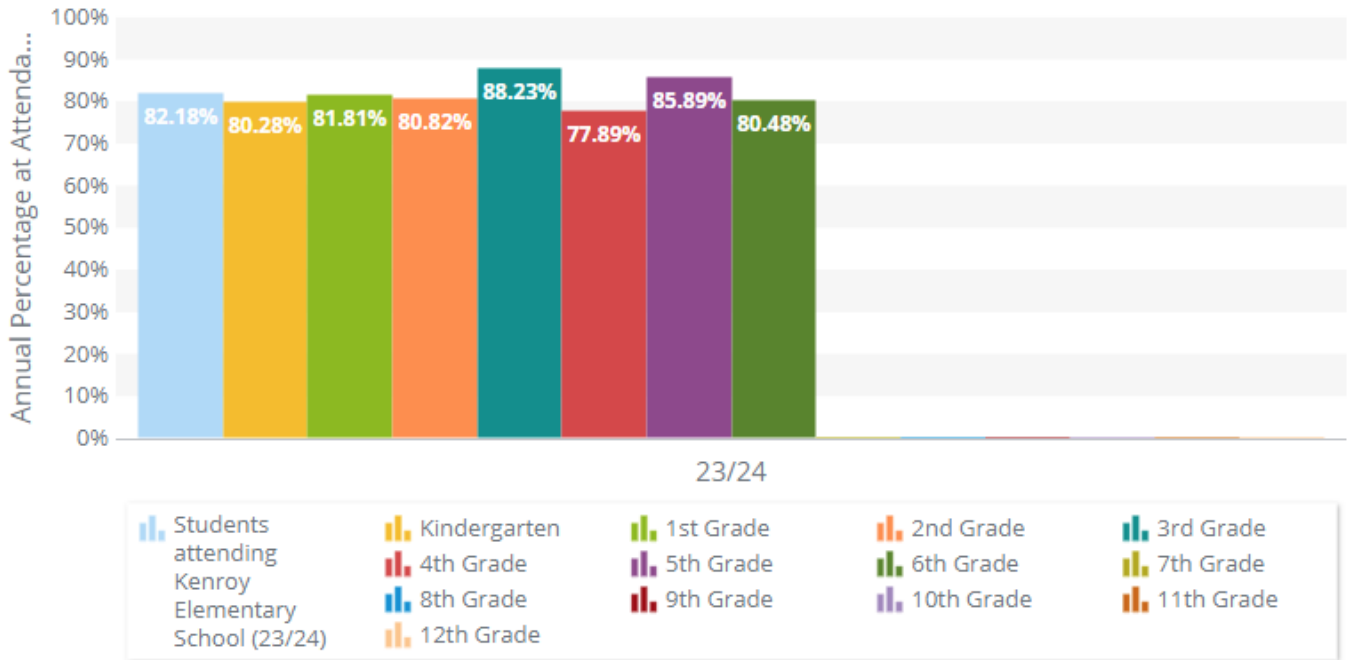
Graph #1- 77.21 % of Kenroy students attended school regularly (90% or above) during the 2022-23 school year. This was just short of the District average and fourth out of six other elementary schools.

Graph #2- Kenroy's regular school attendance so far this year is 82.18%.

•				
Activities	**Measures**	**Timeframe**	**Lead**	**Resources**
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Activity 1 Consistent & Accurate Attendance Data	Attendance Data in Q & Homeroom	**Sept. 2023- May 2024**	Erin Coyle- Asst. Principal	Attendance Data in Q & Homeroom

Tracking			Mary Lopez (Attendance Secretary)	District Colleague Support
Activity 2 Attendance Policies and Procedures- Tier 1	Attendance Data	**Sept. 2023- May 2024** Weekly	Erin Coyle- Asst. Principal Kristy Daley- Principal Fernando Lara (Migrant Achievement Specialist) Mary Lopez (Attendance Secretary)	Parent Communication Student Communication Student Recognition
Activity 3 (optional) Attendance Policies and Procedures- Tier 2 & 3	Attendance Data Health Room visits during school day	**Sept. 2023- May 2024** Weekly	Erin Coyle- Asst. Principal Kristy Daley- Principal Fernando Lara (Migrant Achievement Specialist) Mary Lopez (Attendance Secretary) Counselor/Migrant/ Nursing Team (as needed) Other Community Resources	Increased Parent Communication Increased Student Monitoring & Communication

Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above).

Attendance Recognition Incentives

SMART Goal 3:

SMART Goal(Specific, measurable, attainable, realistic, timebound)

By May 2024, 85% of students will meet proficiency (level 3 or 4) on a chosen grade-level essential standard, in a subject other than reading. The remaining 15% of students will score close to proficiency, a minimum level 2.

Needs Assessment Data and Summary Statement (relevant to this goal):

5th Grade Science:
*We decided to modify our goal to focus on a skill which would transfer across our various units of study (ie: ecosystems, matter, space, freshwater). Using scientific modeling to explain phenomena is a Science & Engineering Practice that students will need to develop as they progress through their school career.
Goal: Students will develop and use a scientific model to describe the process by which sugar dissolves in water, showing that mass is conserved throughout the process.

Winter - Pre

Learning Skill/Target : Develop & Use Models (Matter)	Proficient (3-4)	Close to Proficient (2)	Far from Proficient (1)	# Not Turned In
Block 1	1	14	9	1
Block 2	1	21	2	0
Block 3		6	13	5
Total	2	41	24	6

Winter - Post

Learning Skill/Target : Develop & Use Models (Matter)	Proficient (3-4)	Close to Proficient (2)	Far from Proficient (1)	# Not Turned In
Block 1		12	9	3	0
Block 2		11	12	0	1
Block 3		6	13	0	5
Total		29	34	3	6

Sixth Grade Science:
*We decided to modify our goal in late winter to focus on a skill which would transfer across our various units of study (ie:cell structure & function,electricity, weather & information transfer, weather & climate). Using scientific modeling to explain phenomena is a Science & Engineering Practice that students will need to develop as they progress through their school career.

Goal: Students will develop and use a scientific model to create an original plant or animal cell with the appropriate organelle structures and functions, as well as explaining the growth/reproduction of the cell.

Fall - Pre

Learning Skill/Target : Develop & Use Models (Cells to Organisms)	Proficient	Close to	Far from	# Not Turned
Block 1	0	0	27	
Block 2	0	0	26	
Block 3	0	0	27	
Total	0	0	80	0

Fall - Post

Learning Skill/Target : Develop & Use Models (Cells to Organisms)	Proficient	Close to	Far from	# Not Turned
Block 1	16	10	0	1
Block 2	12	11	2	
Block 3	9	11	6	
Total	37	32	8	1

Last year, all staff were included in Kenroy's School-Wide Plan Goal Setting Process. An example from 5th and 6th grade science is shown above.

This SMART Goal of students meeting proficiency on an essential standard in a subject, other than reading, validates and recognizes the importance of ensuring high levels of learning in **all subjects** students encounter at Kenroy, including physical education and music.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Activity 1 Identify and "unpack" a grade-level Essential Standard	Artifact- Completed Essential Standard Template	**September- December 2023**	Site Council, including Building Admin Grade-Level & Content	Training on "unpacking"

			PLC's	
Activity 2 Create Assessments aligned to the Essential Standard	Artifact- Common Formative Assessments aligned to Essential Standard	**September- December 2023**	Grade-Level & Content PLC's	Extended Time
Activity 3 (optional) Tracking Data using a TACA Document	Artifact- TACA Document completed and shared; 3 times a year	**Sept. 2023- May 2024** (Benchmarking)	Site Council, including Building Admin Grade-Level & Content PLC's	Review of TACA Process
Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above). Extended time for teams to complete products; subbing out staff to do the work				

Title I Elementary Schoolwide Plan Addendum 2023-24
Kenroy Elementary

Planning Team			
Name of Team Member	**Position/ Representation**	**Signature**	**Date**
Angie Velazquez	Chairperson		
Kristy Daley	Principal		
Erin Coyle	Assistant Principal		
Rebecca Cattin	Paraprofessional		
Susan Gardner	Parent		
Lindsay Blade	Teacher		
Veronique Paquette	Teacher		
Nicole Daggett	Teacher		
Deanna Porter	Teacher		
Marissa Golbienko	Teacher		
Heather Stiver	Teacher		

Mission/Vision Statement

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

<div align="right">* Grade-Level and Above</div>

Vision
Our vision is to ensure academic rigor resulting in high levels of growth and achievement by working collaboratively to remove external barriers culminating in a school culture and community of respect, trust and positive relationships.

Collective Commitments
1. I will care and advocate for <u>all</u> students and colleagues.
2. I will create a physically and emotionally safe classroom.
3. I will work collaboratively and take collective responsibility for the success and struggles of each student.
4. I will use evidence-based instructional strategies, giving all students equal access to

grade-level learning by identifying and removing external barriers.
5. I will ensure instruction and student learning is focused on essential standards at grade-level and above.
6. I will analyze results from common assessments and intervene or extend learning for every child.
7. I will be a positive, contributing member of my collaborative team engaging in open and honest conversations regarding the learning of every child in our care.
8. I will regularly communicate learning progress with students and families.

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.

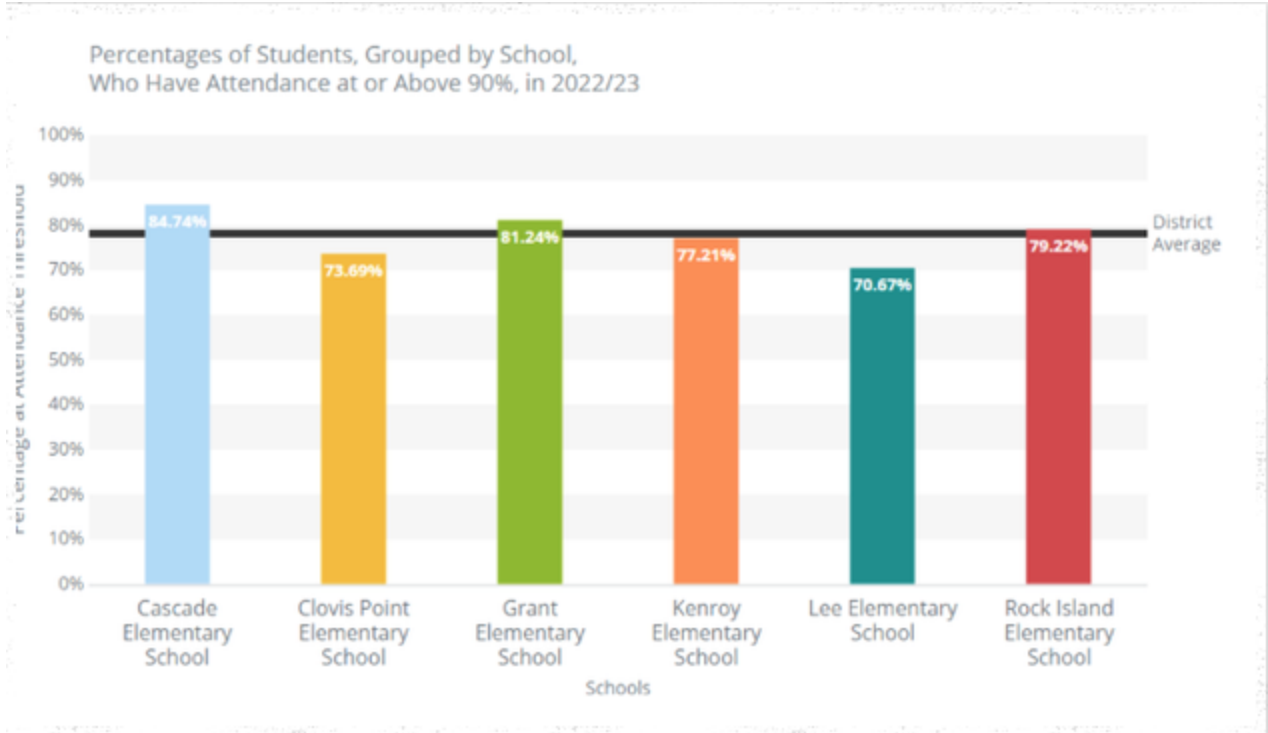| Component 1: Comprehensive Needs Assessment |
| :---: |

Kenroy 2022-23 Year End Attendance Results- 77.21%

Percentages of Students, Grouped by School,
Who Have Attendance at or Above 90%, in 2022/23

Cascade Elementary School: 84.74%
Clovis Point Elementary School: 73.69%
Grant Elementary School: 81.24%
Kenroy Elementary School: 77.21%
Lee Elementary School: 70.67%
Rock Island Elementary School: 79.22%

==Washington State Improvement Framework==

Kenroy Elementary

2022 Run
Overall Framework Score by Student Group
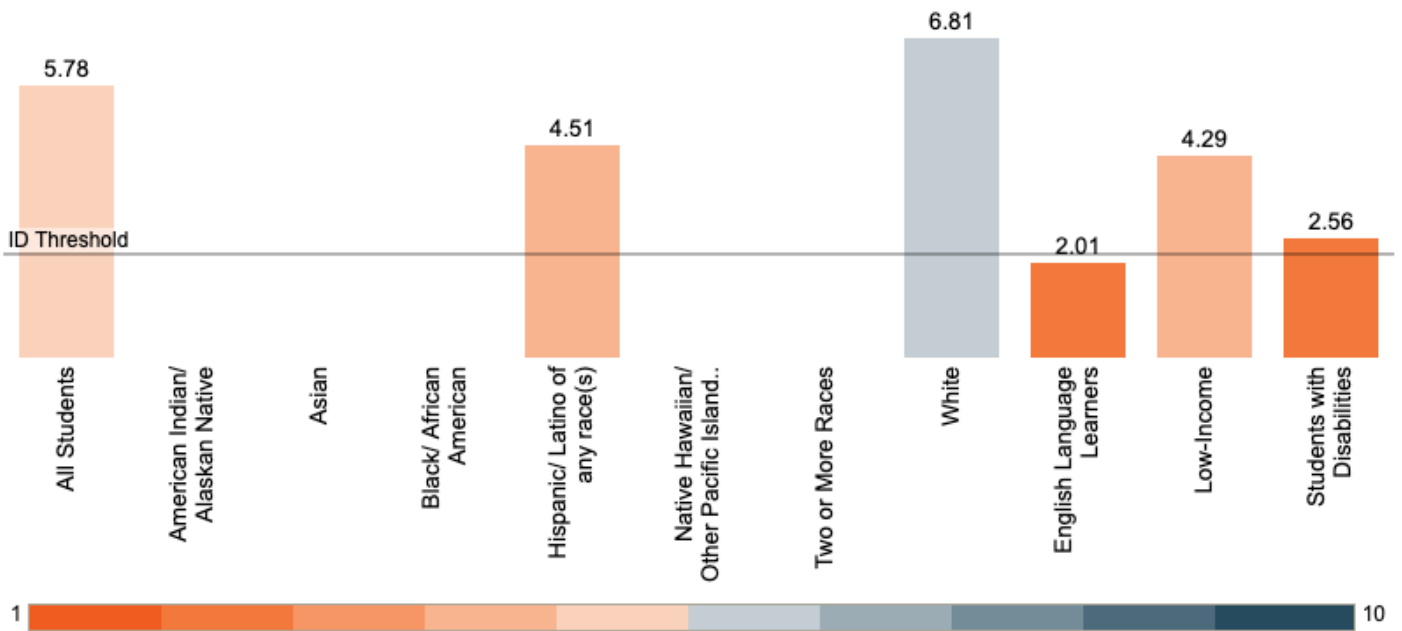
| | 5.78 | | | | 4.51 | | | 6.81 | 2.01 | 4.29 | 2.56 |

ID Threshold

All Students | American Indian/ Alaskan Native | Asian | Black/ African American | Hispanic/ Latino of any race(s) | Native Hawaiian/ Other Pacific Island... | Two or More Races | White | English Language Learners | Low-Income | Students with Disabilities

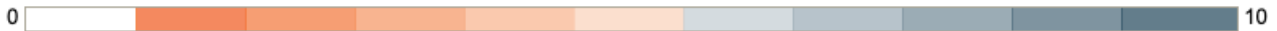1   10

Kenroy Elementary
2022 Run
Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	57.3%				18.0%	50.3%	49.7%		21.4%		65.3%
Math Proficiency Rate	47.3%				11.7%	41.1%	40.5%		17.9%		53.8%
ELA Median SGP	47				41.5	47	43.5		46.5		46.5
AL ELA Average	2.5				1.6	2.3	2.2		1.6		2.8
Math Median SGP	55				55	54	51		63		55
AL Math Average	2.2				1.4	2.0	2.0		1.5		2.5
Graduation Rate											
EL Progress Rate	31.1%										
Regular Attendance Rate	76.1%				66.0%	70.7%	72.6%		71.8%	91.5%	80.0%
Ninth Grade On Track Rate											
Dual Credit Rate											

0 [   ] 10

*The EL Progress measure only applies to students who are English Learners

Spring 2023, Smarter Balanced Assessment Proficiency ELA, Math & Science (Grades 3-6)

Programs and Characteristics

	General (SBA and WCAS)		
	ELA	**Math**	**Science**
English Language Learn..	11.3%	8.5%	<25%
Non-English Language ..	54.1%	45.9%	40.3%
Low-Income	39.5%	32.9%	30.0%
Non-Low Income	60.2%	51.8%	50.0%
Foster Care	N<10	N<10	N<10
Non-Foster Care	44.7%	38.2%	32.9%
Migrant	25.0%	11.1%	N<10
Non Migrant	47.2%	41.0%	33.8%
Military Parent	N<10	N<10	N<10
Non Military Parent	45.1%	37.7%	34.2%
Students with Disabilities	25.6%	20.5%	<27%
Students without Disabi..	47.4%	40.1%	39.7%
Homeless	<20%	<20%	N<10
Non-Homeless	46.0%	38.9%	34.3%
Section 504	50.0%	50.0%	N<10
Non Section 504	44.6%	37.3%	33.8%

DIBELS- Foundational Reading Data, 2022-23

2022-2023 All Grades Status - DIBELS 8th Edition
District: Eastmont School District School: 22-23 Kenroy Elementary

DIBELS® Data System

Grade	Beginning				Middle				End			
K	n=63	49 (78%)	6 (10%)	5 (8%)	3 (5%)	n=65	21 (32%)	17 (26%)	14 (22%)	13 (20%)	n=65	5 (8%)	5 (8%)	22 (34%)	33 (51%)
1st	n=69	42 (61%)	10 (14%)	11 (16%)	6 (9%)	n=65	39 (60%)	10 (15%)	10 (15%)	6 (9%)	n=68	27 (40%)	18 (26%)	13 (19%)	10 (15%)
2nd	n=76	45 (59%)	13 (17%)	10 (13%)	8 (11%)	n=76	36 (47%)	10 (13%)	19 (25%)	11 (14%)	n=76	24 (32%)	15 (20%)	21 (28%)	16 (21%)
3rd	n=88	24 (27%)	15 (17%)	29 (33%)	20 (23%)	n=85	23 (27%)	11 (13%)	33 (39%)	18 (21%)	n=86	18 (21%)	18 (21%)	22 (26%)	28 (33%)
4th	n=74	7 (9%)	15 (20%)	38 (51%)	14 (19%)	n=77	11 (14%)	13 (17%)	15 (19%)	38 (49%)	n=78	10 (13%)	13 (17%)	23 (29%)	32 (41%)
5th	n=70	14 (20%)	16 (23%)	27 (39%)	13 (19%)	n=70	20 (29%)	10 (14%)	27 (39%)	13 (19%)	n=70	18 (26%)	11 (16%)	16 (23%)	25 (36%)
6th	n=86	29 (34%)	13 (15%)	20 (23%)	24 (28%)	n=84	27 (32%)	12 (14%)	24 (29%)	21 (25%)	n=68	16 (24%)	8 (12%)	6 (9%)	38 (56%)
All	n=526	210 (40%)	88 (17%)	140 (27%)	88 (17%)	n=522	177 (34%)	83 (16%)	142 (27%)	120 (23%)	n=511	118 (23%)	88 (17%)	123 (24%)	182 (36%)

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

1. **What key takeaways does your school have about how student groups are performing on state and locally determined indicators of learning and teaching success?**

- There is a discrepancy between how student groups are performing on state assessments, according to our WSIF data (above). White students are outperforming Hispanic/Latino students and low-income students are 20% less likely to meet proficiency standards in ELA, math and science. Attendance for our English Language Learners is lower than other student groups.

2. **What are some possible root causes your team has identified? Consider areas of strength and what it will take to build strength in other areas:**

- **Cause:** Curriculum and assessments in reading and math were not common nor aligned. **This Year's Strength:** A new reading curriculum has been adopted. This has provided teacher training and more instructional alignment throughout the district. A strong foundational phonics program is also being implemented.
- **Cause:** Essential standards and common formative assessments were not identified nor guaranteed. **This Year's Strength:** Essential Standards, in all subject areas, are being

developed through the district PLC process.

- **Cause:** Collective efficacy was difficult, due to all teachers not having an identified Professional Learning Community. **This Year's Strength:** All teachers have a PLC team and are collaborating regularly in building and across the district.
- **Cause:** PLC (late start) time was not always aligned to student work and instructional practice. **This Year's Strength:** Staff is learning how to review student work in an effort to find best instructional practices.
- **Cause:** Multilingual curriculum was not aligned to classroom materials and lacked assessments. **This Year's Strength:** Curriculum was purchased to align with classroom instruction.
- **Cause:** Past attendance policies and procedures were not effective in reducing absences. **This Year's Strength:** An attendance committee meets regularly and has planned preventive measures.

3. **A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population.**
   - **What strengths do they possess?** A typical Kenroy student is kind and hard working. They consistently follow our Kenroy Paw Promise of being respectful, responsible and safe. Nearly 25% of our students speak Spanish, along with learning English. This means once they exit our Language program, they will be bilingual! Our students love to fill leadership positions, as well. Students ranging from third grade through sixth grade have the opportunity to fill ten positions. Currently, 76 students have applied for and been accepted for jobs at Kenroy. Twenty students take part in leadership opportunities in ten positions each week. Not only do these students help in many areas in our school community, they also serve as role models for our younger students.

   - **What challenges do they face?** 78% of our students qualify as low income.

   - **What are some important relationships in their life?** Kenroy staff works hard to positively partner with students and their families; therefore, students develop strong relationships with Kenroy staff, along with their peers and family.

Educators:
1. **Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school.**

   Kenroy's vision and equity statements are beginning to be reflected in our day to day practice. Examples follow:
- Students access and fully participate in <u>grade-level learning</u>, alongside similar-aged peers, in general education classrooms.
- We are embracing assistive technology for all students as a universal tool for access.
- High-levels (grade-level or above) of learning for students is supported by Kenroy staff's intentional planning and removal of external barriers.

- Staff is committed to working collaboratively and taking collective responsibility for the success and struggles of each student.

2. **What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions).**

   - **Professional Learning Communities (PLC)**- Collaborative work aligned to essential standards, assessment, interventions and extensions.
   - **Professional Development (Materials)** - *Benchmark Advance, iReady, Step Up to Writing, 95% Tier 1 Phonics*
   - **Professional Development (Instruction)**- Instructional Framework (CEL) implementation and Cycle of Inquiry

3. **What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?**

   - We have begun implementation of all of the evidence-based practices above. All are proving to be powerful and effective.
     - **PLC Evidence:**
       - Process- Effective collaboration focusing on student work;
       - Products- Evidence of PLC product development (standards and assessments)
       - PLC Implementation surveys (District and Kenroy). Our staff surveys are favorable and positive regarding PLC work. Kenroy staff is ready and excited to move along in our PLC learning journey.
     - **Professional Development (ELA Materials and Reading Instruction)**
       - Evidence- Staff is using all of the ELA materials & assessments adopted by Eastmont School District in Kenroy classrooms.
       - The District Instructional Literacy Coach is working closely with our kindergarten and first grade staff on reading instruction.
     - **Professional Development (Instruction)**-
       - Evidence- Conversations about instructional practice are aligned to the CEL Instructional Framework. All teachers have chosen instructional areas to focus on.

Systems of Support:
1. **Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.**

Behavioral
- **Strengths:** We have added additional staffing to support behavior interventions through a

streamlined Student Support Team, which includes our school psychologist, counselor, administration, PBIS Coordinator and LAP Behavior Paraeducator.
- **Needs:** Continual training on how to best meet the behavioral challenges of our students.

Social Emotional
- **Strengths:** We have a tier 1 SEL curriculum which is consistent across the district. Our counselor and interventionist use data to form tier 2, social emotional groups meeting the individual needs of students.
- **Needs:** Continual training on how to best meet the needs of our students.

Academic:
- **Strengths:** We've developed a responsive, data-driven system of extensions and interventions to meet the needs of all students in math and ELA. Academies consist of individualized instruction and materials targeting student needs. Reading interventionists coach and support teachers, as well as instruct our most intensive students. LAP- funded paraeducators assist students in small groups.
- **Needs:** Continual training on best instructional practices in reading and math ensuring more students reach grade-level proficiency.

2. **How did your school identify these areas of strengths and improvement?**
   - **Behavior**- SWIS Data, Check In-Check-Out Data
   - **Social Emotional-** Character Strong Tier 2 Assessment Data
   - **Academic-** DIBELS, iReady, SBA, common formative assessments

3. **How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.**
   We work closely with outside agencies, including social, behavioral and medical partners in the community. In addition, our counselor has partnered with CVCH to bring counseling services to the school for Kenroy students to access.

4. **What areas have you identified as areas of strength, and where do you hope to strengthen and build further family and community engagement and partnerships?**
- **Strengths:**
   - We have a dedicated and active PTO.
   - Kenroy has a respected and long-time Migrant Bilingual Achievement Specialist who has a strong relationship with families.
   - We work in coordination with our Eastmont Migrant Team
   - Our Kenroy staff partners closely with families.
- **Needs:**
   - PTO- A better representation of the student body make-up
   - Family partnerships regarding attendance

Component 2: Well-Rounded Education

Needs Assessment Summary:

> Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan. **Directions**: Write your SMART Goals below and then this section is complete. (Minimum of 2)

Kenroy Priorities:

Academic Achievement-
- **Reading-** Although our foundational reading DIBELS data showed progress last year (see chart above), we are focused on improved results. We have implemented a new reading curriculum, with a strong focus on phonics and "The Science of Reading". All teachers are also following a district pacing guide with common assessments. We are continuing to meet the needs of students through our Academy system of interventions and extensions, and our staff is working closely with our district instructional coach in grades K & 1. **(SMART GOAL 1)**

- **Grade-Level Essential Standards:** We are addressing our mission statement of ensuring high levels of learning for ALL, through our newly aligned focus on PLC practices, including working in strong teams to identify essential standards, common formative assessments, interventions and extensions. We are confident these strengthened systems of collaboration will yield more unified and sound instructional practices and higher levels of student learning. **(SMART GOAL 3).**

- **Language Acquisition**- ML staff has aligned instruction to the WIDA Standards and our newly adopted reading curriculum. Multilingual Learners are instructed in all tiers of reading instruction, in addition to language support. Eastmont now has an ML Coach helping with language scaffolds in the classroom. **(SMART GOAL 1 & 3)**

Student Attendance- Regular attendance is a focus. We have a dedicated Kenroy Attendance Committee focused on communicating and supporting students and families with attendance concerns. **(SMART Goal 2)**

Student Discipline- Students (specifically primary) are needing much more explicit and repeated instruction in behavior. Due to this, we have staffing to support behavior and social-emotional interventions through a streamlined Student Support Team, which includes our school psychologist, counselor, administration, PBIS Coordinator and LAP Behavior Paraeducator.

SMART Goal 1: By May 2024, 90% of Kenroy Kindergarten-6th grade students will be reading at grade level or above based on the predominant DIBELS measure. The remaining 10% of students will show over a year's worth of growth in reading.

SMART Goal 2: By May 2024, 90% of Kenroy students will attend school regularly with attendance at or above 90%. The remaining 10% of students will improve attendance from the year prior.

SMART Goal 3: By May 2024, 85% of students will meet proficiency (level 3 or 4) on a chosen grade-level essential standard, in a subject other than reading. The remaining 15% of students will score close to proficiency, a minimum level 2.

Title I Elementary Schoolwide Plan Addendum 2023-24
Kenroy Elementary

Click here for a more detailed plan regarding Kenroy's SMART Goals.

Click here for more detailed information regarding these goals and action planning.

Component 3: Consolidated Funds Matrix to Support Our Schoolwide Program

All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated. **Directions**: Add any other information that is true for your building.

Consolidated Funds Matrix		
Program	**Intent and Purpose**	**Activities Implemented to meet Intent and Purpose**
Basic Ed.	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services, as needed.	PLC time to meet and collaborate PLC training Curriculum adoption and alignment
Title I, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high quality, well-rounded education and to close educational achievement gaps.	K-1 District Literacy Coach Certificated Intervention staff MBAS - translate, support families
Title II, Part A	Preparing, training, and recruiting effective teachers, principals or other school leaders.	GLAD coach
Title III	To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet	ML certificated teachers GLAD coach MBAS
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are	K-1 District Literacy Coach Behavior paraprofessional Support Intervention paraprofessional

	at risk of not meeting, state/local graduation requirements.	Certificated Intervention staff
Local Funds	Local levy revenue may be combined w/SW programs.	
Other Funding Sources		

TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: School Improvement Plan and the Title I Schoolwide Plan Addendum for Lee Elementary School

DATE: November 13, 2023

CATEGORY
☐Informational   ☐Discussion Only   ☐Discussion & Action   ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION
Attached is the School Improvement Plan and the Title I Schoolwide Plan Addendum for Lee Elementary School for your review.

ATTACHMENT
☒Plans

FISCAL IMPACT
☒State and federal funds

RECOMMENDATION
The administration recommends approval of the School Improvement Plan and the Title I Schoolwide Plan Addendum for Lee Elementary School.
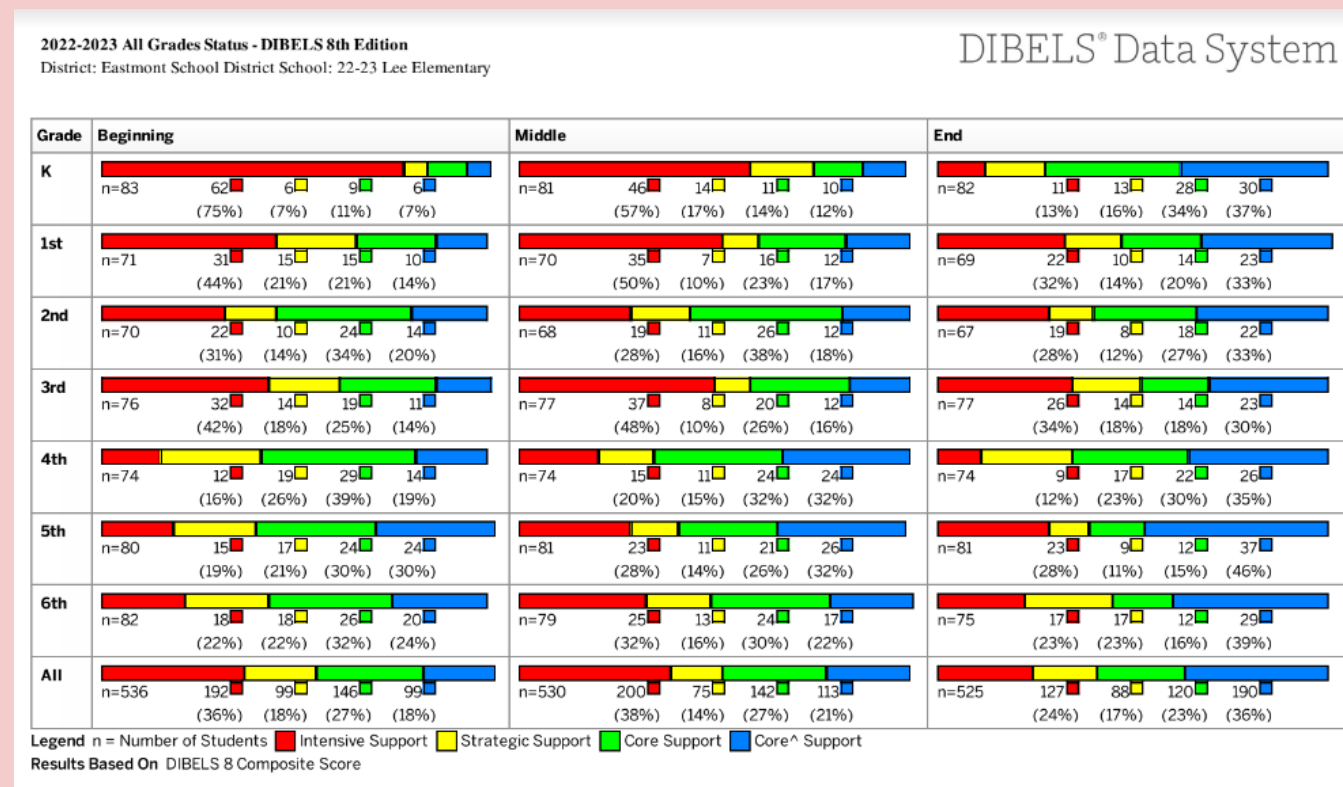
SMART Goal 1:

ELA

Needs Assessment Data and Summary Statement (relevant to this goal):

Lee Elementary in the 22-23 school year had composite scores of 24% intensive, 17% strategic, 23% benchmark, and 36% above grade level. Because of these statistics, we need to focus our attention on improving all the Dibels composite scores.

2022-2023 All Grades Status - DIBELS 8th Edition
District: Eastmont School District School: 22-23 Lee Elementary

DIBELS® Data System

Grade	Beginning				Middle				End			
K	n=83	62 (75%)	6 (7%)	9 (11%)	6 (7%)	n=81	46 (57%)	14 (17%)	11 (14%)	10 (12%)	n=82	11 (13%)	13 (16%)	28 (34%)	30 (37%)
1st	n=71	31 (44%)	15 (21%)	15 (21%)	10 (14%)	n=70	35 (50%)	7 (10%)	16 (23%)	12 (17%)	n=69	22 (32%)	10 (14%)	14 (20%)	23 (33%)
2nd	n=70	22 (31%)	10 (14%)	24 (34%)	14 (20%)	n=68	19 (28%)	11 (16%)	26 (38%)	12 (18%)	n=67	19 (28%)	8 (12%)	18 (27%)	22 (33%)
3rd	n=76	32 (42%)	14 (18%)	19 (25%)	11 (14%)	n=77	37 (48%)	8 (10%)	20 (26%)	12 (16%)	n=77	26 (34%)	14 (18%)	14 (18%)	23 (30%)
4th	n=74	12 (16%)	19 (26%)	29 (39%)	14 (19%)	n=74	15 (20%)	11 (15%)	24 (32%)	24 (32%)	n=74	9 (12%)	17 (23%)	22 (30%)	26 (35%)
5th	n=80	15 (19%)	17 (21%)	24 (30%)	24 (30%)	n=81	23 (28%)	11 (14%)	21 (26%)	26 (32%)	n=81	23 (28%)	9 (11%)	12 (15%)	37 (46%)
6th	n=82	18 (22%)	18 (22%)	26 (32%)	20 (24%)	n=79	25 (32%)	13 (16%)	24 (30%)	17 (22%)	n=75	17 (23%)	17 (23%)	12 (16%)	29 (39%)
All	n=536	192 (36%)	99 (18%)	146 (27%)	99 (18%)	n=530	200 (38%)	75 (14%)	142 (27%)	113 (21%)	n=525	127 (24%)	88 (17%)	120 (23%)	190 (36%)

Legend n = Number of Students ■ Intensive Support □ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

SMART Goal (Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Eastmont School Improvement Plan 2023-24
Lee Elementary

By May 2024, 90% of Eastmont K-1 students will be at Core or above on the predominant DIBELS measure.

Kinder
- **Beginning : LNF (Letter Naming Fluency)**
- **Middle & End is NWF (Nonsense word Fluency)**

1st Grade
- **Beginning: NWF(Nonsense Word Fluency) -CLS(Correct Letter Sounds)**
- **Middle - End: ORF (Oral Reading Fluency)**

2-6th Grades
- **Beginning & End ORF- 75%**

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Kinder: Practice Letter naming fluency by accurately identifying and stating the names of all uppercase and lowercase letters of the alphabet. Middle/End: To enhance nonsense word fluency, you need explicit phonics instruction, orthographic mapping, phonemic awareness, segmentation and blending, word families/word patterns, repetition and structured practice, positive reinforcement	Beginning: Students will Increase letter naming speed by being able to correctly name all letters within one minute and progress monitoring monthly with Dibels for the beginning of the year. Middle/End: Measure progress by evaluating the ability to accurately pronounce letter sounds and decode nonsense words during weekly/monthly assessments, aiming for a steady improvement in accuracy after one minute in Dibels at the	Beginning: Set aside 5 minutes daily for focusing practice on letter naming fluency using flashcards, alphabet cards, printed materials or interactive technology. This will be benchmark tested and progress monitored three times a year by the teacher. To be reviewed at Data Meetings according to the district calendar. Middle/End: Daily phonics activities using 95% curriculum to incorporate 30 minutes of targeted phonics	Beginning: Teachers will be responsible for implementing, measuring, and adjusting the letter naming fluency, letter sounds, and nonsense word activities. Instructional coach Monica Tun will assist teachers as needed. Middle/End: Both Teachers and RTI staff will be conversing and measuring the end of year goal by percentage.	Beginning: To achieve the goal of confidently naming all letters within one minute by the end of the year with 90% accuracy with assistance from 35 minutes of LAP time and 50 minutes of RTi support. Middle/End: By the end of the school year all Kinder students will be at 90% in reading nonsense word fluency with assistance from 35 minutes of LAP time and 50 minutes of RTi support.

and modeling correct pronunciation for students to become successful readers.	beginning, middle and end of the year.	practice. This will be benchmark tested three times a year and progress monitored by the teacher. To be reviewed at Data Meetings according to the district calendar.		
First Grade: Beginning: With the blend of explicit phonic instruction and daily letter-sound correspondence drills, phoneme isolation and segmentation, blending and decoding, orthographic mapping, word families and rhyming recognition, structured reading and consistent reinforcement students will progress. Middle/End: Oral reading fluency will be improved by focusing on accurate word recognition, expression and comprehension.	Beginning: Administering three benchmark assessments and three progress monitoring tests teachers will measure students' proficiency in correct letter sounds and decoding nonsense words. Teachers will also attend Data meetings three times a year to examine students' progress. Middle/End: Administering three benchmark assessments and three progress monitoring tests teachers will measure students' proficiency in oral reading fluency. Teachers will also attend Data meetings three times a year to examine students' progress.	Beginning: By implementing evidence based practices such as structured phonics instruction, explicit phonemic awareness activities and multisensory approaches to target correct letter sounds and nonsense word decoding skills daily for at least 30 minutes. This will be progress monitored three times a year and progress monitored by the teacher. Middle/End: Implementing the 95% curriculum daily which includes guided reading and to read aloud with expression and pace for 30 minutes a day.	Beginning: To build on correct letter sounds and nonsense word fluency the teachers and RTI will align evidence-based literacy practices that will foster strong foundational reading skills crucial for proficient reading and comprehension. Middle/End:Teachers will improve oral reading fluency because it is essential to enhance comprehension, a vital component for academic success and overall literacy.	Beginning:By the end of the school year, the goal is 90% correct letter sounds and decoding nonsense words, compared to the initial assessment with 95% instructional curriculum. This will be assisted by 50 minutes of RTI support for intensive students. Middle/End: At the end of first grade 90% of our students will be proficient at reading 39 words a minute as measured by Dibels. This will be supported by 50 minutes of RTI support for intensive students.
2nd-6th: Enhancing oral reading fluency by focusing on accuracy, speed, and expression.	Administer regular oral reading assessments, reading passages in one minute as measured by Dibels, and progress monitoring. Teachers will attend Data	Incorporate daily reading and guided reading allowing students to practice with peers and individually for at least 30 minutes per day.	Teachers and RTI will be Improving oral reading fluency which is key to fostering comprehension, a vital component for academic success and	By the end of the academic year, each grade level will strive for 75% attaining each ORF End of year goal with RTI support as measured by DIBELS..

	meetings to explore students' advancement.	Benchmark Advanced (Fluency)	overall literacy.	Teachers using PLC protocols to analyze data and make instructional changes SBAC Benchmark Advanced (Fluency)

Elementary Only: Funding - (List and describe funding (amounts and sources associated with the activities described above).
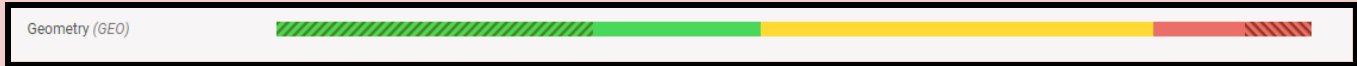No funding from the building level. Dibel Data System and Benchmark Advanced Curriculum paid at the district level.

SMART Goal 2:

Math

Needs Assessment Data and Summary Statement (relevant to this goal):

Spring 2023

Geometry (GEO)

Domain	Mid or Above	Early On	One Grade Below	Two Grades Below	Three or More Below		Total BELOW Grade Level per Domain
Geometry						**Geometry**	
All School	**31%**	**16%**	**38%**	**9%**	**6%**	**ALL School**	53%
K	57%	7%	35%	0%	0%	K	35%
1st	35%	9%	52%	4%	0%	1st	56%
2nd	30%	22%	36%	12%	0%	2nd	48%
3rd	25%	14%	44%	13%	4%	3rd	61%
4th	16%	23%	38%	16%	7%	4th	61%
5th	28%	20%	30%	9%	14%	5th	53%
6th	21%	19%	32%	8%	20%	6th	60%

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Improve grade level mathematical skills in the domain of geometry for grades K -6th from 44% of all students in spring of 2023 on grade level to 75% of all students on grade level as measured by iReady math assessments by Spring of 2024. (Fall of 2022 our school scores were at 10%.)

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional

benefit from this practice/activity?	students named in your SMART Goal?	reviewed?	Who else will be involved?	development, extended time, curriculum, etc.)?
All students K-6 at Lee Elementary by the end of May will be accessed using the iReady diagnostic screener (quarterly) and provided access to the iReady program for support and activities. This program will benefit the students in providing personalized instruction in Geometry.	Short and long-term data collection will occur through quarterly iReady assessments for each student during the Fall,Winter, and Spring (F-W-S) quarters. Data will be collected by the iReady diagnostic screener. The smarter balance will be a final end of the year summative to guide for the following year.	From September 2023 through May, 2024. Progress will be monitored and data reviewed after each assessment (F-W-S). Students will have access throughout this time to practice their geometry skills.	Each grade level teacher is responsible for implementation of quarterly assessments. Grade level teams will collaborate to review data and determine what interventions and activities are needed to support and develop student learning to meet SMART Goal 1. Each grade level teacher is responsible for measurement and adjustment	Students will use District provided Chromebooks to access the online assessment tool, iReady. Frequent use of activities and support will further develop student understanding of the required Geometry standards for each grade level.
Activity 2 Teachers will utilize GLAD created material for geometry to provide additional support to Origo and Grade Level Curriculum.	Pre and Post assessments from Origo and Grade Level Curriculum. 3rd-6th will use the Smarter balanced interim geometry assessment.	During the unit of study of Geometry in the grade level curriculum and Progress will be monitored with a pre assessment, formative assessments and a final unit summative assessment.	Each grade level teacher is responsible for implementation of the GLAD unit.	District created GLAD Unit
Activity 3 (optional)				
Elementary Only: Funding - (List and describe funding (amounts and sources associated with the activities described above). The District paid for the assessment part of iReady. The building budget paid for personalized learning.				

SMART Goal 3 (optional):
Attendance

Needs Assessment Data and Summary Statement (relevant to this goal):
Attendance has remained a challenge at Lee Elementary. According to OSPI (Office of the Superintendent of Public Instruction), "Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a powerful signal and a leading indicator of equity. It can signal when students might need additional support and areas for system and school improvement. Chronic absenteeism impacts all students—no matter their age. Students that miss just two days a month for any reason are more likely to not read at grade level, and more likely to not graduate." Our school community is committed to increasing attendance rates which will directly impact student achievement.

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.
By May of 2024, Lee Elementary will increase the current student attendance 10.3 percentage points from 74.7% to 85% total student attendance as measured by the *Homeroom* digital platform.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Activity 1 We will track student attendance and contact parents of chronically absent students. This information is also shared with classroom teachers.	Attendance by classroom through Qmlativ digital platform Individual student attendance through Homeroom digital platform	October - May Weekly attendance is tracked through Qmalative Individual student attendance through Homeroom digital platform. (Chronic absenteeism)	Lisa Snyder, Assistant Principal	Nudge Letters Parent phone calls Check and Connect Attendance bulletin board **Attendance Advisory** *Daily news and announcements *Weekly Parent Square messages regarding attendance

				OSPI Resources *Best Practices for Improving Attendance *Tier 1, Tier 2, & Tier 3 resources
Activity 2 Celebrate successes	Attendance by classroom through Qmlativ digital platform Individual student attendance through Homeroom digital platform	October - May Monthly & weekly attendance is tracked through Qmlative Individual student and whole school attendance data provided by Homeroom digital platform.	Lisa Snyder, Assistant Principal Classroom Teachers Lisa Murphy, Facebook	**Share progress with the school community** *Pictures posted on social media for Practically Perfect Attendance students. *Practically Perfect Attendance students receive a special recognition. *Recognize students with most improved attendance *Certificate for grade level, or classroom with the highest percent of attendance at the end of the month. Recognition for the classroom.
Activity 3 Build the word ATTENDANCE. Each day all students are present. The first day the teacher writes the letter A. The second day the letter T, and so forth and so on.	Observation and promoting the important of great attendance in morning announcements	9-15 days Weekly and monthly attendance is tracked through Qmlativ	Lisa Snyder, Assistant Principal Individual Classroom teachers determine special recognition.	Whiteboard and marker

Elementary Only: Funding - (List and describe funding (amounts and sources associated with the activities described above).
Building funds pay for special recognition awards.

Planning Team			
Name of Team Member	**Position/ Representation**	**Signature**	**Date**
Tracy Krous	Chairperson		
Jamea Connor	Principal		
Lisa Snyder	Assistant Principal		
Rachel Toftness	Paraprofessional		
Tricia Donaldson	Secretary		
Kara Lee	Teacher Kindergarten		
Sharon Hoffman	Teacher 1st Grade		
Kerrie DuFour	Teacher 3rd Grade		
Nathan Weber	Teacher 4th Grade		
Julio Chavez	Teacher 5th Grade		
Becky Mills	Teacher 6th Grade		

Mission/Vision Statement
Mission Statement: Today we learn, tomorrow we succeed. Vision Statement: LEE- Leading Educational Excellence for a Changing Future

Culture of Equity Statement
Lee Elementary is a community that celebrates and honors every individual student and the unique experiences and abilities they bring to our school. We continuously work with intentionality to craft a school environment that is equitable and centered around the success of the whole child. At Lee Elementary we believe that embracing the diversity of our students leads to social/emotional awareness, academic excellence, and leadership. We believe in seeking to understand the complex and rich identities of self and others, as we lean into difficult topics centered around diversity and inclusion. We know that when our students are achieving at the highest levels, we are ensuring their ability to be positive, well-rounded, and essential contributors within our global society.

Component 1: Comprehensive Needs Assessment

Not available yet...

Student Populations:

1. **What key takeaways does your school have about how student groups are performing on state and locally determined indicators of learning and teaching success?**

   Lee is surpassing the district's averages in each SBA assessment. When comparing Lee to our state standards, the school scored the following:
   - 2022-2023 SBA and WCAS
     - ELA: 50% at or above state standards
     - Math: 40% at or above state standards
     - Science: 57.5% at or above state standards

   For Fall of 2023 68% of k-6th grade students are on track to meet grade level skills in reading by the end of the year as determined by iReady assessments.

   For Fall of 2023 69% of Lee k-6th grades students are on track to meet grade level skills in math by the end of the year as determined by iReady assessments.

2. **What are some possible root causes your team has identified? Consider areas of strength and what it will take to build strength in other areas:**

   Covid, demographics, absenteeism, and external/internal behaviors are some identified root causes for students who are struggling.
   Areas of Strength: Analyzing a collective review of Dibels, iReady, and SBA scores for each student. Lee staff has focused on student support through reading intervention, DIBELS progress monitoring and reading fluency, the school improvement plan, GLAD units and teaching strategies, the PLC process/data collection review, a full time counselor, PBIS Coordinator and a full time behavior paraeducator.

3. **A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information).**
   a. **What strengths do they possess?** A typical student at Lee Elementary possesses several strengths such as language, high-achieving, resilient, creative, collaborative. Lee Elementary is a title I school so lots of our students are living in poverty, regardless

they are a resilient group of students, and parents are doing the best they can with the limited resources they have. The student population is diverse with 48.1% of students being White, 47% are Hispanic, 3.1% are two or more races, 1.3% are Asian, .4% are American Indian and .2% are African American. With our demographics, most of our students are second language learners which puts them on the path of being bilingual. Most students at Lee speak English and Spanish and in the recent years we have enrolled several Ukrainian speaking students.

b. **What challenges do they face?**
Students at Lee face several challenges. A major area of concern is attendance. COVID had a major influence on attendance. To date, students are experiencing chronic absenteeism due to the COVID transition from on-line learning to part time in-person to full-time in-person learning. COVID impacted our students in their ability to socially interact with other students and their ability to develop critical social skills. Anxiety and academics are two other impacted areas. Transportation is a challenge in the offerings of after school programs along with a lack of funding.

c. **What are some important relationships in their life?**

Students at Lee have an important support group that range from friends, family, grandparents, staff, counselor, to community service groups. At Lee Elementary, some of our students receive food and other necessities through the Packing Friendship Food Program. We support a large number of students with a check and connect program where staff are assigned specific students whom they check in with everyday so they have an adult at school who is "is there person". We also have two amazing SROs who support our school and make positive connections with students.

Educators:
1. **Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?**

Mission Statement: Today we learn, tomorrow we succeed.
Vision Statement: LEE- Leading Educational Excellence for a Changing Future

At Lee Elementary, all educators want all students to learn at their highest level possible with the goal of reaching a benchmark or above. Our building provides opportunities for every student to reach their true potential. This includes: STEM (learning and competition) (K-6), RTI/MTSS, Lee Leaders, ASB, attendance focus, GLAD units, Monthly Character Traits, Lion Hug winner, Comfy Couch Writing Awards, Positive Principal Phone calls, WA Kids, Reading Buddies, up-to-date educational technology, access to high-engagement science field trips, art and music curriculum, Open House and Parent/Conferences, push in for learning extensions (Highly Capable), Parent Square and Multilingual Parent Night.

2. **What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions).**

Lee staff are focusing on strengthening safety: ALICE training and Standard Response Protocols (SRP).
Lee staff have identified a need to enhance our professional learning communities (PLCs). Staff are in the process of implementing evidence based practices and support guided by data to improve all students' learning and reaching academic high levels.
Geometry has been identified as a high needs focus in math K-6th.
Student attendance has also been identified as a needed focus area.
Staff have identified behavior as a key foundation for assessing student learning and achievement. We have an identified group who are attending a Behavior Solutions conference to help us strengthen tier 1, 2, and 3 supports.
Many staff are participating in an additional behavioral support training for evidence based practices with Sarah Clarke in addition to other behavior intervention workshops this school year.

3. **What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?**

As identified by our SWIS data, Lee male students accounted for 47% of the school's total enrollment and represented 90% of all students receiving referrals. Female students accounted for 53% of the school's total enrollment and represented 10% of all students receiving referrals. Since identifying these problems Lee has decreased the disproportionality of discipline referrals for male and female students by:
- Positive male role models (current: Full Time PBIS Coordinator, Full Time Counselor, Classroom Teachers, PE and Music teachers)
- Meeting students where they are socially and emotionally
- Frequent communication with parents
- Communication with outside community resources
- Providing necessary supports for high need students
  - Check in (after recesses to discuss any problems that may have occurred)
  - Check in (emotional "temperature check" throughout the day)
  - Scheduled break time in sensory room/sensory hallway

○ Reward systems individualized for students based on what motivates them

Our metrics for identifying success were analyzing SWIS data.

After identifying the math domain geometry as a schoolwide area of concern in the school year, 2021-2022, Lee made geometry a school-wide area of focus by using GLAD units at each grade level and an essential standard. This led to an increase from 10% at benchmark to 44% at benchmark by the end of school year, 2022-2023, as shown in iReady diagnostic data.

Systems of Support:
1. **Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.**

Areas of Strength:
- Highly qualified staff with 85% of our certificated staff holding one or more Master's degrees
- 4 Nationally Board Certified teachers
- Strong teacher PLC groups with 100% of teaching staff being trained by Solution Tree
- 7 Bilingual staff members
- Dedicated and active PTO membership
- Diverse population of students
- Lee scored above the district and state average on the English Language Arts, Math and Science Smarter Balanced Assessment in Spring of 2022
- Full time school counselor
- Full time school psychologist
- Full time PBIS Coordinator
- Full time Behavior Paraeducator
- High Staff Retention
- School wide SEL curriculum with Tier 2 curriculum for small groups
- Transitional Kindergarten
- iReady individualized diagnostics and personalized instruction in math and reading
- Student ASB Program
- Student Safety Patrol Program

Areas that need to be strengthened:
- 72.7 % of our students come from an economically disadvantaged background
- 20.8 % of our students are identified as English Language Learners
- EL learners have historically underperformed their peers on state testing
- K-1 Literacy Coach

2. **How did your school identify these areas of strengths and improvement?**

- The MTSS Team (Grade Level Coordinators) and Site Council Team meet twice per month to identify areas of strength and areas of need in academics and behavior
- The MTSS team collaborates to determine the areas of strength and improvement for student behavior as well as Social and Emotional Learning
- The SITE team is responsible for determining the areas of strength and need associated with academics.

3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.

- Lee School uses highly effective communication with the parents and the community through a variety of outlets including, Parent Square, Facebook, All Call, Phone Calls with parents/guardians, Parent Teacher Conferences, IEP/504 meetings, daily communication logs, and scheduled meetings.
- Parents review and sign a school - parent compact

4. What areas have you identified as areas of strength, and where do you hope to strengthen and build further family and community engagement and partnerships?

Strengths-
Welcoming Environment - Lee fosters a welcoming and inclusive environment that actively encourages family and community involvement. Lee fosters a sense of belonging while respecting diverse perspectives.

Effective Communication Systems- Lee implements clear and timely communication channels that keep families informed about school activities, student progress, and opportunities for involvement including newsletters, parent-teacher conferences, online platforms, and community events.

Family and community events- Lee organizes regular family and community events such as Family Fun Nights, Cultural Celebrations, and Community Service Initiatives. Lee's PTO has organized family events like painting pumpkins at Halloween and offering movies and babysitting for families to do their Christmas shopping. Lee also partners with our local hockey team, the Wenatchee Wild. The players read with students and Lee students can earn hockey tickets for reaching reading goals. We also partner with Silverwood Theme park to incentivize reading. Students can earn a theme park ticket by reading at home. Our high school offers a cheer camp for elementary students. The school district's resource officers and other city officers are a presence in our building. This helps provide a very positive community connection for our students.

Component 2: Well-Rounded Education

Needs Assessment Summary:
Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan. **Directions**: Write your SMART Goals below and then this section is complete. (Minimum of 2)

SMART Goal 1: By May 2024, 90% of Eastmont K-1 students will be at Core or above on the predominant DIBELS measure.

Kinder

Beginning : LNF (Letter Naming Fluency)

Middle & End is NWF (Nonsense word Fluency)

1st Grade

Beginning: NWF(Nonsense Word Fluency) -CLS(Correct Letter Sounds)

Middle - End: ORF (Oral Reading Fluency)

2-6th Grades

Beginning & End ORF- 75%

SMART Goal 2: Improve grade level mathematical skills in the domain of geometry for grades K -6th from 44% of all students in spring of 2023 on grade level to 75% of all students on grade level as measured by iReady math assessments by Spring of 2024. (Fall of 2022 our school scores were at 10%.)

SMART Goal 3: By May of 2024, Lee Elementary will increase the current student attendance 10.3 percentage points from 74.7% to 85% total student attendance as measured by the Homeroom digital platform.

See SIP for more detailed information

Component 3: Consolidated Funds Matrix to Support Our Schoolwide Program

All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated. **Directions**: Add any other information that is true for your building.

Consolidated Funds Matrix		
Program	**Intent and Purpose**	**Activities Implemented to meet Intent and Purpose**
Basic Ed.	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services, as needed.	PLC time to meet and collaborate PLC training Curriculum adoption and alignment
Title I, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high quality, well-rounded education and to close educational achievement gaps.	K-1 District Literacy Coach Certificated Intervention staff MBAS - translate, support families
Title II, Part A	Preparing, training, and recruiting effective teachers, principals or other school leaders.	GLAD coach
Title III	To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet	ML certificated teachers GLAD coach MBAS
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.	K-1 District Literacy Coach Behavior paraprofessional Support Intervention paraprofessional Certificated Intervention staff
Local Funds	Local levy revenue may be combined w/SW programs.	
Other Funding Sources		

TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: School Improvement Plan and the Title I Schoolwide Plan Addendum for Rock Island Elementary School

DATE: November 13, 2023

CATEGORY
☐Informational   ☐Discussion Only   ☐Discussion & Action   ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION
Attached is the School Improvement Plan and the Title I Schoolwide Plan Addendum for Rock Island Elementary School for your review.

ATTACHMENT	**FISCAL IMPACT**
☒Plans	☒State and federal funds

RECOMMENDATION
The administration recommends approval of the School Improvement Plan and the Title I Schoolwide Plan Addendum for Rock Island Elementary School.

SMART Goal 1: Goal 1: INSTRUCTION – Students meet or exceed average at each age/grade level, including graduation rates, when compared with students from districts having similar demographics.

During the 2023-2024 school year, we will continue to focus on closing the gap in Math, by having 80% of each grade-level reach specific fluency standards, as measured by the schoolwide intervention data regarding fact fluency of the four operations.

Needs Assessment Data and Summary Statement (relevant to this goal):

Based on end of the year scores from the 2022-2023 school year, student achievement in the four operations by grade level were as follows. For grades 3-5 data is based on students successfully mastering fluency standards up through 3.OA.7..
K - 31%
1st - 45%
2nd - 27%
3rd - 0%
4th - 36%
5th - 13%
6th - 33%

Based on end of the year scores from the 2022-2023 school year, student achievement Oral Reading Fluency by grade level were as follows. Data is based on Dibels end of year reports.
K - 57%
1st - 21%
2nd - 21%
3rd - 37%
4th - 72%
5th - 30%
6th - 38%

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?

CBM - 1st-4th	Fluency CFA's	Pre and Post Assessments in Sept. and May	Grade-Level Teachers and support staff will progress monitor	I-Ready Games Flash Cards
Math Facts Pro - 3rd-6th	Math facts pro dashboard data	Weekly	Grade Level Teachers	Math facts pro
Fluency Grade-level activities	Progress Monitoring - Grade level data brought to site council monthly	Monthly PM	Site Council will report and analyze data	
Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above).				

Eastmont School Improvement Plan 2023-24
Rock Island School

SMART Goal 2: During the 2023-2024 school year by May 2024, 90% of Eastmont K-1 students will be at Core or above on the predominant DIBELS measure.

- ○ **Kinder: End: NWF (Nonsense Word Fluency) - CLS (Correct Letter Sounds)**
- ○ **1st Grade: End: ORF (Oral Reading Fluency)**

2-6th Grades: This school year, we will continue to focus on closing the gap in Reading, by having 80% of each grade-level reach specific fluency standards, as measured by Dibels oral reading fluency (2-6).

Needs Assessment Data and Summary Statement (relevant to this goal):

Based on 2022-2023 Dibels scores, we find a need to focus on student reading fluency.

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Weekly Reading Routine and Practice Pages - All students	Fluency CFA's	Reading Routine Practice - Daily	Grade-level Teachers	Read Naturally
CBR/Tier 2 - All students	Dibels Progress Monitoring	Dibels PM - Monthly	Grade-level teachers and support staff	Dibels
Phonics 95% - K-3	Dibels Benchmark	Benchmark- Fall, Winter, Spring	Grade-level teachers	Phonics 95%

Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above).

SMART Goal 3(optional): During the 2023-2024 School Year Rock Island will increase their attendance to 90% by the end of the year.

Needs Assessment Data and Summary Statement (relevant to this goal): Attendance: Rock Island will increase their attendance rate by 10%, more from the previous year.

SMART Goal(Specific, measurable, attainable, realistic, timebound): Instructions - use the empty rows to detail at least two activities supporting your goal. Add rows for additional activities, if needed.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?	What short- and long-term data will be collected to measure the impact of student learning/outcomes of this activity for the students named in your SMART Goal?	What is the projected length of time of this activity? When/how often (be as specific) will progress be monitored or data reviewed?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, etc.)?
Activity 1	Monthly tracking Starting November 1st	Attendance reports monthly to the staff - Starting Nov. 1st ending May 31st	Office Staff Admin Teachers	Notification letters Home visits
Activity 2	Awards Assembly	Twice a year - Semesters	Admin	Monthly announcements
Activity 3 (optional)				

Elementary Only: Funding - List and describe funding (amounts and sources associated with the activities described above).

Title I Elementary Schoolwide Plan Addendum 2023-24
Rock Island Elementary

Planning Team			
Name of Team Member	**Position/ Representation**	**Signature**	**Date**
Breanna Day	Chairperson		
John Reichmann	Principal		
Faith Webb	Teacher		
Rosalind White	Teacher		
Emily Browning	Teacher		
Michelle Harrison	Teacher		
Kaylee Slone	Teacher		
Irene Ramirez	Teacher		
Haley Townsend	Teacher		
Dawn Wofford	Teacher		
Judy Knoblich	Paraprofessional		
Brisa Sanchez	Parent (non-staff)		

Mission/Vision Statement
All Means All

Culture of Equity Statement
Rock Island is committed to an environment of growth and support where ALL are given opportunities to shine and achieve with character at the heart of it all.

Component 1: Comprehensive Needs Assessment

Washington State Improvement Framework (insert); include any other relevant data:

Data Reviewed:
- Student Demographics
- Levels of achievement using iReady, DIBLE's, CBR, and CBM.
- Schoolwide information system for student behavior trends (SWIS).
- Attendance trends / Participation during CBR/CBM

Demographic Trends:
    Grade Level K-6: 2023-2024 School Year
- Kindergarten: 2 Sections
- First Grade: 2 Sections
- Second Grade: 2 Sections
- Third Grade: 2 Sections
- Fourth Grade: 2 Sections
- Fifth Grade: 2 Sections
- Sixth Grade: 2 Sections

Student Enrollment:

Rock Island Elementary
2022-23

Total Student Enrollment

295

Gender

Female	50.2%
Male	49.8%

Race/Ethnicity

Black/ African American	0.3%
Hispanic/ Latino of any race(s)	76.9%
White	22.7%
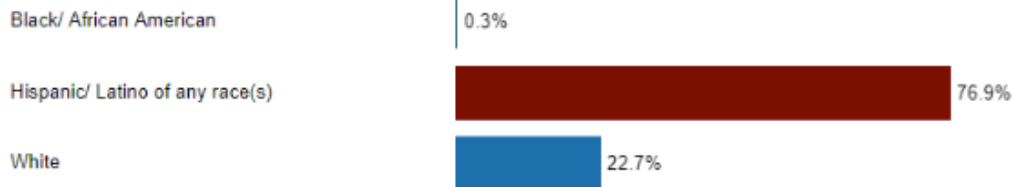
Program and Characteristic
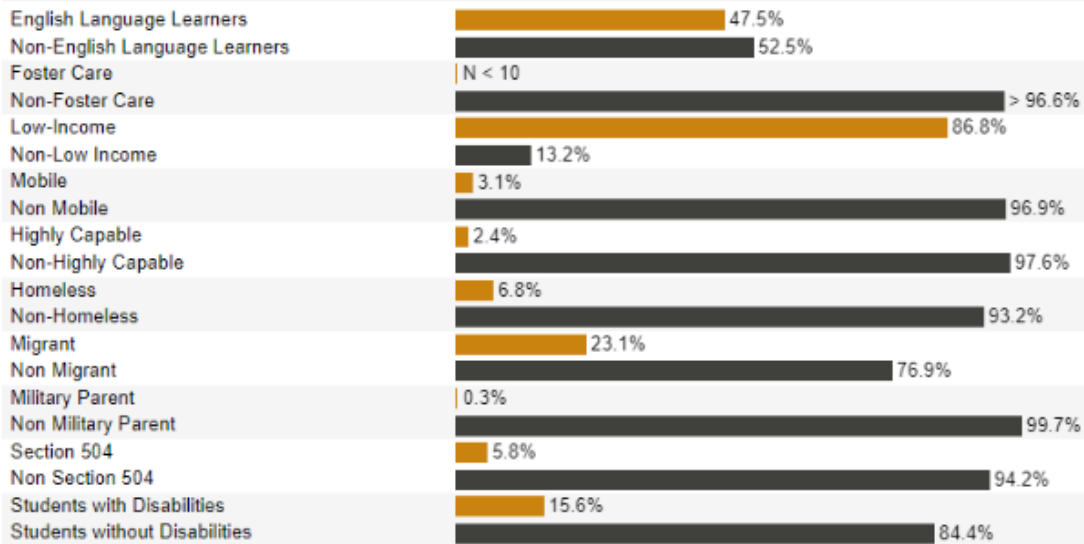
English Language Learners	47.5%
Non-English Language Learners	52.5%
Foster Care	N < 10
Non-Foster Care	> 96.6%
Low-Income	86.8%
Non-Low Income	13.2%
Mobile	3.1%
Non Mobile	96.9%
Highly Capable	2.4%
Non-Highly Capable	97.6%
Homeless	6.8%
Non-Homeless	93.2%
Migrant	23.1%
Non Migrant	76.9%
Military Parent	0.3%
Non Military Parent	99.7%
Section 504	5.8%
Non Section 504	94.2%
Students with Disabilities	15.6%
Students without Disabilities	84.4%

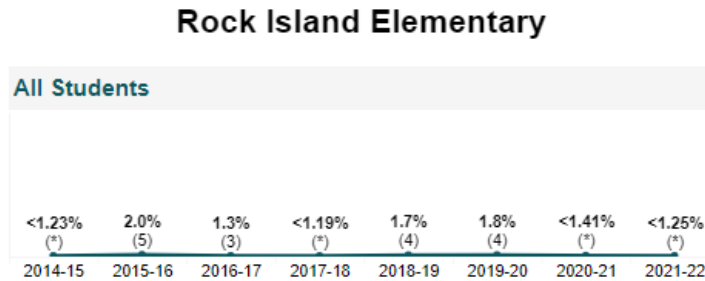Attendance Trend:

Rock Island Elementary

All Students

Behavior Trends:

What percent of students are excluded in response to a behavioral violation, over time?

Rock Island Elementary

All Students

<1.23% (*)	2.0% (5)	1.3% (3)	<1.19% (*)	1.7% (4)	1.8% (4)	<1.41% (*)	<1.25% (*)
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22

Assessment Trend:

What percent of students met grade level standards?
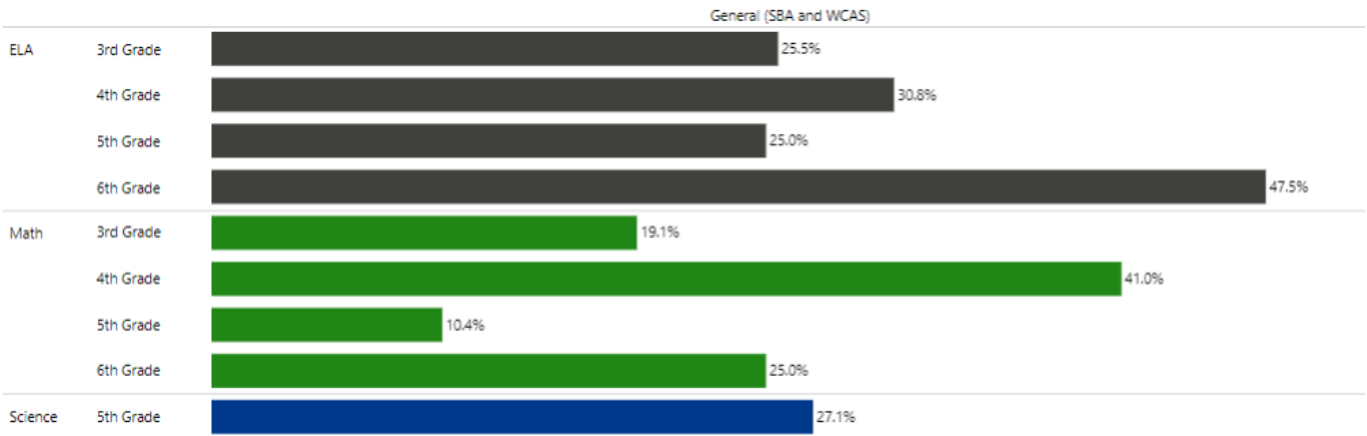
General (SBA and WCAS)

Subject	Grade	Percent
ELA	3rd Grade	25.5%
	4th Grade	30.8%
	5th Grade	25.0%
	6th Grade	47.5%
Math	3rd Grade	19.1%
	4th Grade	41.0%
	5th Grade	10.4%
	6th Grade	25.0%
Science	5th Grade	27.1%

Student Populations:
1. What key takeaways does your school have about how student groups are performing on state and locally determined indicators of learning and teaching success?
   - Key takeaways are that our Competency Based Reading program has supported our students in the 6th, 3rd and 4th Grade. Our overall ELA scores have grown since the previous year, and will continue. Our 4th grade math program was successful.

2. What are some possible root causes your team has identified? Consider areas of strength and what it will take to build strength in other areas:
   - Some of the root causes of our math programs' low success rate is our high focus on reading. We put a lot of energy into ELA. We will need to focus more time on Tier 2 and Tier 3 instruction to support students. We will need to also have a stronger Core instruction to support all Tiers.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information).
   a. What strengths do they possess?
      - High family values
      - Dual Languages
      - Great attendance

   b. What challenges do they face?
      - High home responsibility
      - Limited Background knowledge and experiences
      - Low SES

   c. What are some important relationships in their life?
      - Parent(s) and extended family
      - All staff members - We treat each student as if they are our own.

Educators:
1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?
   - Rock Island works diligently to live by the statement "All means all". Currently, we feel successful in making sure our culture is inclusive of all students and staff. We focus on character awards, positive principal phone calls, daily announcement, birthday

acknowledgements, Parent Square, Family event nights, happy hornets, assemblies, staff luncheons, field day,active PTO

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions).
● PLC District initiative, PBIS, Character Strong, Benchmark Advanced, Math Whizz, After school academies, Play Works

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
Competency Based Learning, Tier 2 and Tier 3 supports, Multilingual Push-in model
   ● WIDA Scores
   ● Common Formative Assessments / Schoolwide Skill Based Data Tracker
   ● Growth in SBAC scores and iReady Scores

Systems of Support:
1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
● Multilingual Push-in Model. Last year we had the one of highest percent of students from the elementaries exit the program. Out of 24 students of all 6 elementaris we had 8 of them exit the program (33%)
● Psychologist: Executive brain functioning lessons. Support the growth of students in the Kinder and first grade levels.
● Competency Based Reading and Math: Support student specific needs for their growth in respective areas.
● All Grade levels have identified Reading Essentials based on CCSS. Teachers will intervene on the essentials until they are considered mastered.
● Implementation of 95% Group for Tier 2 and Tier 3 Students
● Teach district adopted curriculum
● GLAD Science and reading integration units

Science and Engineering:
● All students receive science instruction from a certificated teacher using the district adopted science kits.

Math:
● Implementation of CBM Groups for all Tier groups.
● Data driven Professional Learning Communities support the needs of the students District Math curriculum implemented with fidelity.
● Addition of iReady to support all Tiers of students.

- Addition of MathWhizz to support Tier 3 Students.
- Illustrative Math implementation

Government and Civics:
- All teachers teach elements of the U.S. Constitution in September: Books on the Constitution are virtual, and accessible, field trips, videos, student/teacher created classroom statements of purpose.
- Monthly Multicultural Celebrations calendar of activities and awareness.
- Veterans Day Assembly

Art:
- Elementary Art Specialist for the District
- Music Performances directed by our ½ Time Music Teacher.

2. How did your school identify these areas of strengths and improvement?

   Our school identified the areas of strength by the success rate of Multilingual students, behavior data, CBM and CBR growth ratio, and school culture and climate.

3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.

   We have a halftime counselor, and part time psychologist who continuously work with mental health specialists, activity groups and more to ensure support is in place. One example is Girls on the Run, we had one of the higher participation rates of students and staff in the district who support the mental and physical health of the students. Another example is working with Care Solace, Community programs such as WISE, HOPE Squad, Healthy Youth Survey, Readiness to Learn and more to support students. We also keep in close contact with the SRO officers and local law enforcement of any issues that we are seeing in the community and schools in regards to safety or changes.

4. What areas have you identified as areas of strength, and where do you hope to strengthen and build further family and community engagement and partnerships?

   Our Multilingual program is a strength in our school with active participation of all students, and allowing more to exit the program.

   We hope to strengthen our math program. This area we saw the lowest amount of growth in the system. Certain grades did stand out as successful, however the overall success rate was low for our mathematics programs.

We hope to bring a more cultural aspect to the school. Our engagement and partnership with the community is great, we would like to bring more cultural awareness to the school in regards to our student population.

Attendance we would like to work on. The above data does not reflect the current trend. Last year our students were attending 80% of the time. The data above is a couple years old.

Component 2: Well-Rounded Education

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See SIP for more detailed information

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Local Funds	Local levy revenue may be combined w/SW programs.	
Other Funding Sources: PTO	Support with	