

# Grant Elementary

## Title 1 Part A - Schoolwide Plan

2022-2023

Planning Team			
Name of Team Member	Position/ Representation	Signature	Date
Stephanie Prazer	Chairperson	<i>Stephanie K. Prazer</i>	1/18/23
Kirsten Mittelstaedt	Principal	<i>Kirsten Mittelstaedt</i>	1/18/23
Caitlin Walters	Assistant Principal	<i>Caitlin Walters</i>	1/18/23
Casey Henneigh	ParaEducator	<i>Casey Henneigh</i>	1-18-23
Meghan Donaghey	Parent (non-Staff)	<i>Meghan Donaghey</i>	1/18/23
Karla Hix	Teacher	<i>Karla Hix</i>	1-18-23
Annie Battis	Teacher	<i>Annie Battis</i>	1-18-23
Lindsay Rasmussen / Allison Kenck	Teacher	<i>Allison Kenck</i>	1/18/23
Allie Chisholm	Teacher	<i>Allie Chisholm</i>	1/18/23
Eric Eddy	Teacher	<i>Eric Eddy</i>	1/18/23
Runelle Davis	Teacher	<i>Runelle Davis</i>	1/18/23
Talena Morrell	Teacher	<i>Talena Morrell</i>	1/18/23

### 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.

### Culture of Equity Statement

We work to achieve educational equity in our classroom instruction. We are committed to learning and implementing best practices in reading instruction for grades K-6. We also recognize the need to improve instructional practice for our EL learners as we've identified an achievement gap in that area.

**Component 1: Comprehensive Needs Assessment:**

The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students' demographics, levels of achievement, family involvement, atmosphere, and staffing.

A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs.

Needs assessments include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their program.

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

- Data Studied in Needs Assessment

- DIBELS-Grade level teams & Site Council
- SWIS Data-Grade level coordinators & Staff
- Perception Data-Staff
- SBA Target Reports EOY 2022 & Trend Data (ELA/Math)-Staff
- WIDA 2022 (EL Data)-Staff
- Site council looked at the big picture of school wide data and then grade level teams dissected their own data.
- Fall 2022 - Grade level teams and interventionists assessed students to determine Tier 3 reading interventions and student placement.
- October 2022-School Satisfaction Surveys distributed to students, parents and staff-reviewed by staff November 2022.
- SBA Trend data in reading, writing and math analyzed by Site Council.

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

## Grant Elementary School 2021-22

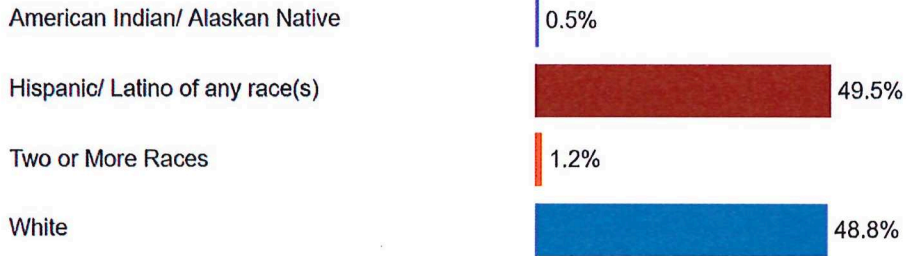
### Total Student Enrollment

**408**

### Gender



### Race/Ethnicity



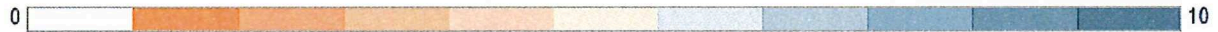
## Grant Elementary School

### 2017-2019 Measures by Student Group

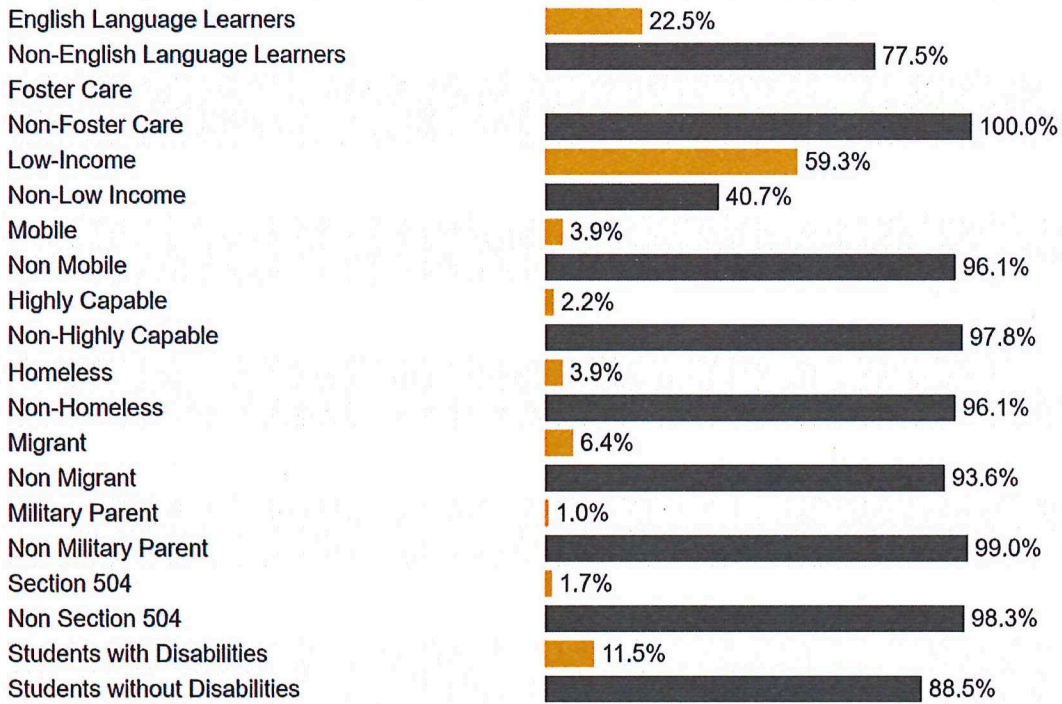
	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	54.6%				14.3%	38.7%	39.8%		24.1%		70.5%
Math Proficiency Rate	53.0%				14.9%	38.7%	37.9%		22.4%		68.2%
ELA Median SGP	54				47.5	47.5	49		41.5		61
Math Median SGP	46				32	38	42		37		52
Graduation Rate											
EL Progress Rate*	73.4%										
Regular Attendance Rate	93.4%				90.7%	91.8%	91.5%		89.7%	88.9%	95.1%
Ninth Grade On Track Rate											
Dual Credit Rate											

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

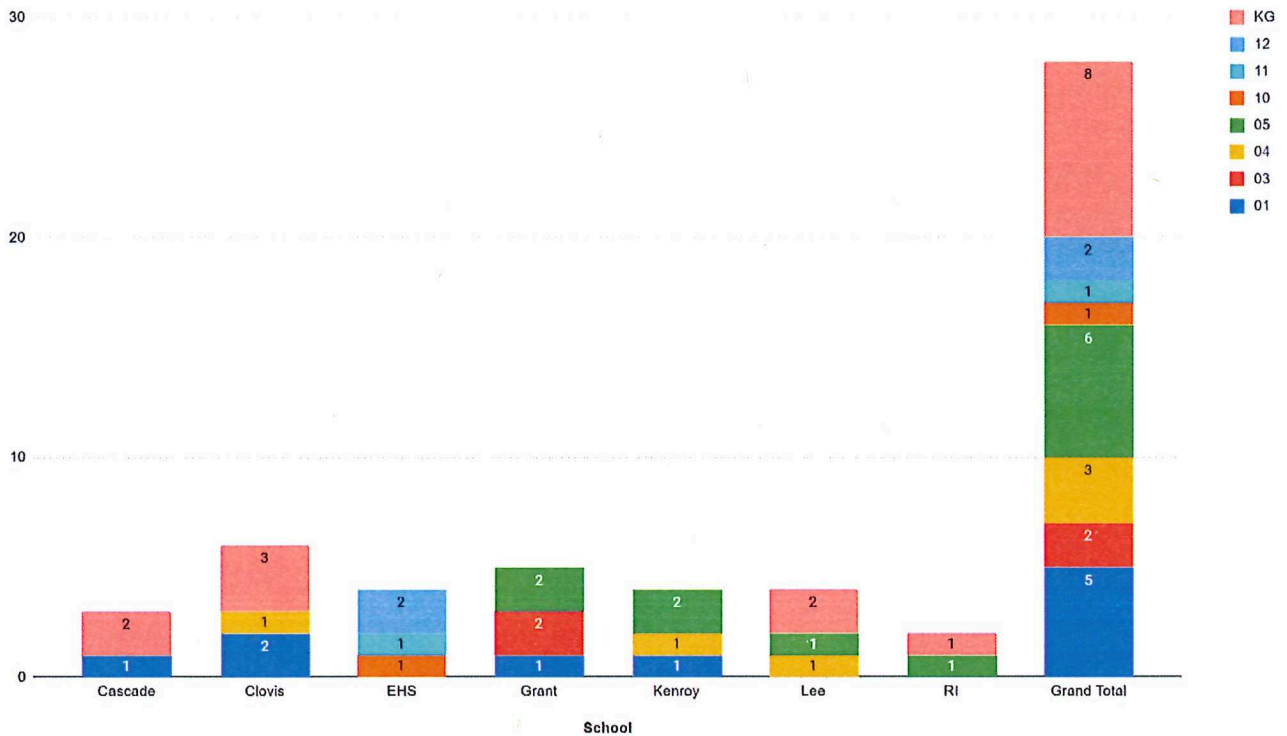
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### Program and Characteristic



### WIDA Exits/Transitioned 2022




2021-2022 All Grades Status - DIBELS 8th Edition  
 District: Eastmont School District School: Grant Elementary School

Grade	Beginning	Middle	End
K	<p>n=64                      48 (75%)                      11 (17%)                      3 (5%)                      2 (3%)</p>	<p>n=66                      39 (59%)                      14 (21%)                      9 (14%)                      4 (6%)</p>	<p>n=65                      34 (52%)                      7 (11%)                      18 (28%)                      6 (9%)</p>
1st	<p>n=69                      34 (49%)                      19 (28%)                      10 (14%)                      6 (9%)</p>	<p>n=64                      27 (42%)                      21 (33%)                      9 (14%)                      7 (11%)</p>	<p>n=62                      11 (18%)                      16 (26%)                      21 (34%)                      14 (23%)</p>
2nd	<p>n=74                      34 (46%)                      12 (16%)                      21 (28%)                      7 (9%)</p>	<p>n=72                      23 (32%)                      14 (19%)                      19 (26%)                      16 (22%)</p>	<p>n=72                      14 (19%)                      11 (15%)                      26 (36%)                      21 (29%)</p>
3rd	<p>n=64                      22 (34%)                      12 (19%)                      24 (38%)                      6 (9%)</p>	<p>n=62                      22 (35%)                      14 (23%)                      20 (32%)                      6 (10%)</p>	<p>n=59                      18 (31%)                      16 (27%)                      15 (25%)                      10 (17%)</p>
4th	<p>n=63                      13 (21%)                      21 (33%)                      25 (40%)                      4 (6%)</p>	<p>n=57                      14 (25%)                      8 (14%)                      16 (28%)                      19 (33%)</p>	<p>n=55                      13 (24%)                      13 (24%)                      15 (27%)                      14 (25%)</p>
5th	<p>n=83                      29 (35%)                      18 (22%)                      21 (25%)                      15 (18%)</p>	<p>n=76                      31 (41%)                      12 (16%)                      21 (28%)                      12 (16%)</p>	<p>n=80                      29 (36%)                      6 (8%)                      16 (20%)                      29 (36%)</p>
6th	No students with data.	No students with data.	No students with data.
All	<p>n=417                      180 (43%)                      93 (22%)                      104 (25%)                      40 (10%)</p>	<p>n=397                      156 (39%)                      83 (21%)                      94 (24%)                      64 (16%)</p>	<p>n=393                      119 (30%)                      69 (18%)                      111 (28%)                      94 (24%)</p>

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

# Grant Elementary (2022-2023)

Report:       Color:       Assessment:   
 District:       Year:       Measure:    
 Scope:       School:

Grade	Beginning	Middle	End
<b>K</b>	n=65 47 (72%)   11 (17%)   3 (5%)   4 (6%)	No students with data.	No students with data.
<b>1st</b>	n=67 38 (57%)   16 (24%)   9 (13%)   4 (6%)	No students with data.	No students with data.
<b>2nd</b>	n=66 23 (35%)   14 (21%)   18 (27%)   11 (17%)	No students with data.	No students with data.
<b>3rd</b>	n=74 14 (19%)   17 (23%)   22 (30%)   21 (28%)	No students with data.	No students with data.
<b>4th</b>	n=63 14 (22%)   18 (29%)   27 (43%)   4 (6%)	No students with data.	No students with data.
<b>5th</b>	n=54 16 (30%)   10 (19%)   20 (37%)   8 (15%)	No students with data.	No students with data.
<b>6th</b>	n=82 29 (35%)   11 (13%)   25 (30%)   17 (21%)	No students with data.	No students with data.
<b>All</b>	n=471 181 (38%)   97 (21%)   124 (26%)   69 (15%)	No students with data.	No students with data.

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



**ELA**

**Spring 2022 Smarter Balanced Data - 3rd Grade ELA**

Level 4	Level 3	Level 2	Level 1
20%	22%	30%	28%

**Spring 2022 Smarter Balanced Data - 4th Grade ELA**

Level 4	Level 3	Level 2	Level 1
34%	17%	24%	25%

**Spring 2022 Smarter Balanced Data - 5th Grade ELA**

Level 4	Level 3	Level 2	Level 1
21%	34%	17%	28%

**MATH**

**Spring 2022 Smarter Balanced Data - 3rd Grade Math**

Level 4	Level 3	Level 2	Level 1
12%	32%	25%	31%

**Spring 2022 Smarter Balanced Data - 4th Grade Math**

Level 4	Level 3	Level 2	Level 1
22%	19%	34%	25%

**Spring 2022 Smarter Balanced Data - 5th Grade Math**

Level 4	Level 3	Level 2	Level 1
6%	15%	33%	46%

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

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

Describe the strengths of your school.

- Grades 3-5 are strong in key ideas & details on SBAC
- Overall we see growth in ELA!
- 4th & 5th students scoring 3's & 4's on SBA-we want to celebrate those writing scores.
- Across grade levels Reasoning & Evidence = Success
- DIBELS growth being seen at younger grade levels.
- Our DIBELS 'intensives' didn't grow so we maintained a constant level of growth through the year.
- DIBELS we have more on benchmark (greens) and above benchmark (blues) overall.
- For our current school year, our beginning # of students in intensive is shrinking.

Perception Data Positives/Celebrations:

School Grounds and Condition

- All custodians are doing an amazing job keeping the grounds and building clean and well-maintained.

Grant Staff Cares For Students!

- Strong empathy for students.
- ESA's and Sped team put a ton of time supporting students.

Admin Are Visible And Accessible!

- Responsive to needs.

School Safety

- The majority of staff feel safe at Grant.

More Positives Than Negatives

- Many survey answers were "agrees" or "agrees strongly".
- We are honestly looking at these survey results to improve.

Describe the challenges of your school.

- Writing is a challenge for our students grades 3-5.
- ELA Target 6-Text Structures and Features
- ELA Target 7-Language Use & ELA Target 10 Word Meaning Word meaning and vocabulary.
- ELA: Overall, we saw a need for instruction to be supportive of EL Students.
- 4th grade: Students are decoding but not comprehending.
- DIBELS Intermediate grades: low readers are staying low. Low growth.
- Math: Overall, we saw a need for growth in math scores from SBA pre pandemic data. We had lower growth than similar schools of the same demographic size and makeup.

Perception Data Priority Areas for Growth/Change:

Student Behavior

- Real life consequences for repeat behaviors
- Higher standards for behavior
  - What does this look like? What do we need?
  - More support.
  - Students need a clear message that certain behaviors are not tolerated.
  - Which grade levels? In/out of class? At lunch or recess?
  - Opportunities to collaborate on T1-3 behavior.

Student Learning

- Student learning has decreased: look into what support teachers feel are lacking.
- More math intervention.
- What ways to support learning (academic or behavior)?

Staff Sentiments

- There has been a drop in staff feeling welcomed, respected and appreciated at Grant.

- More positive staff interactions.
- How do we make staff feel valued or heard?
- Many staff members are unsure in survey answers/undecided.
  - We want staff to recommend Grant to others!

Communication

- Timeliness and advanced noticed in communication to respect workload, class sizes, behavior
- Responsiveness to staff requests.
- Increased and improved communication between admin and staff.

**Language Acquisition-** We are excited to add Sandee Schmidt and Karla Hix to our Multilingual team this year! We were able to add the additional support to our Multilingual program and are able to meet student needs with the new WIDA requirements with more certificated instructional time for students. Our schedule allows for students to never miss their Core Tier 1 instruction. All our EL students have the opportunity to participate in Tier 3 instructional groups as well. Specific language time is in the master schedule and instruction is focused on the four language domains of reading, writing, listening and speaking.

**Student Attendance-** Systems are in place at Grant which align with attendance laws and communicate with families regarding attendance concerns. Attendance is monitored daily with automated and personal phone calls and bi-monthly with attendance team meetings. The Assistant Principal connects with families through attendance conferences and home visits. Students who have improved attendance are positively reinforced, and individual post-cards are sent to absent students to let them and their families know what they have missed.

**Student Discipline-** In our fifth year of PBIS at Grant, we are proud of our schoolwide support for Tier 1, Tier 2 and Tier 3 level students. Our Grade level coordinators (GLC) lead and monitor PBIS Tier 1 (PAW promise expectations, behavior matrix, attention signal, Caught Ya's, strategy room and student leadership). GLC also leads and monitors work related to SEL, culture and school celebrations for students. We have a Tier 2/3 Behavior team that meets monthly to analyze, adjust and take action steps with students with high levels of referrals or teacher concerns. The Tier 2/3 team worked to communicate behavior plans, strengths and tips for connecting with our high needs students to all staff in the building. The goal was to increase visibility of plans to all staff, help staff connect personally with students to develop relationships.

**Parent Involvement-** Grant has a PTO that is active in fundraising and support of students and staff. Our PTO is growing and getting re-established from COVID years. We have added the Super Dad's program back to our school as well.

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

Effective solutions will include the following:

- Communication plan to staff, students, parents.

- Processes/Timelines for ensuring plan is being implemented and growth towards target is being attained.
- Professional development.
- Budget allocation.

**Goal 1:**

**Solutions(s):**

**K-3 DIBELS SMARTIE GOALS:**

**Kinder:** By June 2023, Kindergarten students will reduce intensive students from 73% to 52% as measured by DIBELS Composite Benchmark, progress monitored monthly by grade level teams and site council.

**First:** By June 2023, First grade students will reduce intensive students from 55% to 35% as measured by DIBELS NWF Benchmark, progress monitored monthly by grade level teams and site council.

**Second:** By June 2023, Second grade students will increase their Nonsense Word Fluency (Correct Letter Sounds) from 51% to 70% as measured by DIBELS Benchmark data, progress monitored monthly by grade level teams and site council.

**Third:** By June 2023, Third grade students will increase their reading fluency (ORF) score from 47% of students at grade level (green) or Core (blue) to 70% of students as measured by DIBELS Benchmark ORF score.

**SBA SMARTIE GOALS:**

**Fourth, Fifth & Sixth Grade:** By June 2023, 5th&6th grade will increase the growth of our English Language Learners from a pre pandemic level SGP (Student GROWTH Percentile) of 47.5 to 54 (that means that 52.5% of the schools had better GROWTH with their EL learners in ELA). Progress monitored monthly by grade level teams and site council.

**Goal 2SY 2022–2023 SMARTIE Goal #2: :**

**Kinder:** By June 2023, Kindergarten will increase their students' ability to recognize all numbers 0-20 from 13% (in October) to at least 80% as measured by the ESGI assessment "I Know My Numbers 0-20"

**First:** By June 2023, First graders will increase their growth of OA 6 (add to to 10) from 27% to 80% of students meeting benchmark as measured by the district "Grade 1 Common Assessment" for addition" and teacher observation.

**Second:** By June 2023, second graders will increase their growth of CCSS 2.NBT.5 (addition within 100) from 6% to 80% of students meeting benchmark as measured by the District CBA 2.NBT.5 and Exit Tickets, whiteboard work, and teacher observations.

**Third:** From Fall to Spring, 3rd grade students will increase their 3 OA proficiency (representing and solving problems involving multiplication ) from \_\_\_\_\_% to 80% as measured by common formative assessments.

**SBA SMARTIE GOALS:**

**Fourth, Fifth & Sixth Grade:** By June 2023, Grant 4th, 5th & 6th grades will increase the SGP (Student GROWTH Percentile) in Math from pre-pandemic levels of 46 to 50. (An SGP of 46 means 54% of the schools had better GROWTH in Math than Grant).

**Goal 3 (Optional):** We will create a welcoming school culture that is physically, emotionally and intellectually safe and is focused on collaborative work geared towards school improvement as measured by PBIS School Climate Survey. Specifically we will increase the percentages of agree and strongly agree on questions....from \_\_\_ % to \_\_\_%.

**Component 2: Schoolwide Reform Strategies**

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

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

Be specific. Include the ways in which the school plans to include how it will reach each level of reform. Outline staffing plans and who will be hired, professional development strategies, and intended outcomes. You should use methods and strategies that will strengthen student outcomes for all students.

The plan must show how you will increase the amount and quality of learning. This includes detailing specific programs and activities.

**OSP School IMPROVEMENT PLAN DOCUMENT HERE:** This plan outlines our three key action steps.

How will the school strengthen the literacy, science, government, engineering, the arts, and mathematics?

Response to intervention is the practice of providing high-quality instruction and intervention matched to student need and monitoring progress frequently. Adjustments can be made to ensure that rigorous instruction is occurring for students, regardless of the level they are performing at. Reading comprehension and phonics curriculum includes content knowledge and instruction in science, government, STEM, and the arts.

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

How will the school enrich and accelerate curriculum?

1. (In relation to selected Essentials) Attention on Professional Learning Communities to be focused on PLC process of:
  - a. What do we want our students to learn?
  - b. How will we know they are learning?
  - c. How will we respond when they don't learn?
  - d. How will we respond when they do learn?
2. Highly Capable (HiCap) Program is a district wide program with HiCap Coordinator provides extension activities within the school day to identified students.
3. Classroom teachers offer accelerated options in Google Classrooms during remote learning time and extensions to student's classroom learning.

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

Our MTSS System of Schoolwide Team Responsibilities and Teacher Team Responsibilities support learnings both ahead of and behind grade level.

- Tier 1: Access to essential grade-level standards for all students
- Tier 2: Additional time & support to learn essential behavior and academic standards and above grade level.
- Tier 3: Intensive remediation in universal skills

District HiCap program serving students within our schools. STEM for K-6 grade levels, Math is Cool at the 4th, 5th and 6th grade levels.

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

- Teachers translate materials when necessary to prevent language barrier.
- Teachers engage in 2-way communication & are responsive to parent insights.
- Monthly parent newsletter shared in Parent Square. Translated by our Migrant Bilingual Specialist to ensure there are no miscommunications through technology driven translation.

- Parent Square: 2-way communication system offers parents increased communication options with school with Parent Square.
- Monthly newsletters shared by classroom teachers
- Migrant/Bilingual Specialist reach out and supports our community.
- Parent Perception survey conducted annually.

### **Component 3: Activities to Ensure Mastery**

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not yet reached standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track. Schoolwide plans should have strategies for students who may fall behind on key skills or are in danger of dropping out.

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

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

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

1. Summative District Assessments and Universal Screeners:
  - a. iReady Reading and Math (K-6th grade)
  - b. DIBELS K-6
  - c. Smarter Balance 3-6
  - d. WIDA Testing for English Language Learners
2. DIBELS progress monitoring monthly for students in intervention.
3. Classroom Based Assessments to measure Grade level Essential Skills
4. Basic Math Fact Fluency Assessment
5. Literacy Diagnostic and Unit Tests: Foundations, Just Words and Wilson Language Systems.

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

- Progress monitoring is done for intensive and strategic students in reading interventions for students in grades K-6.



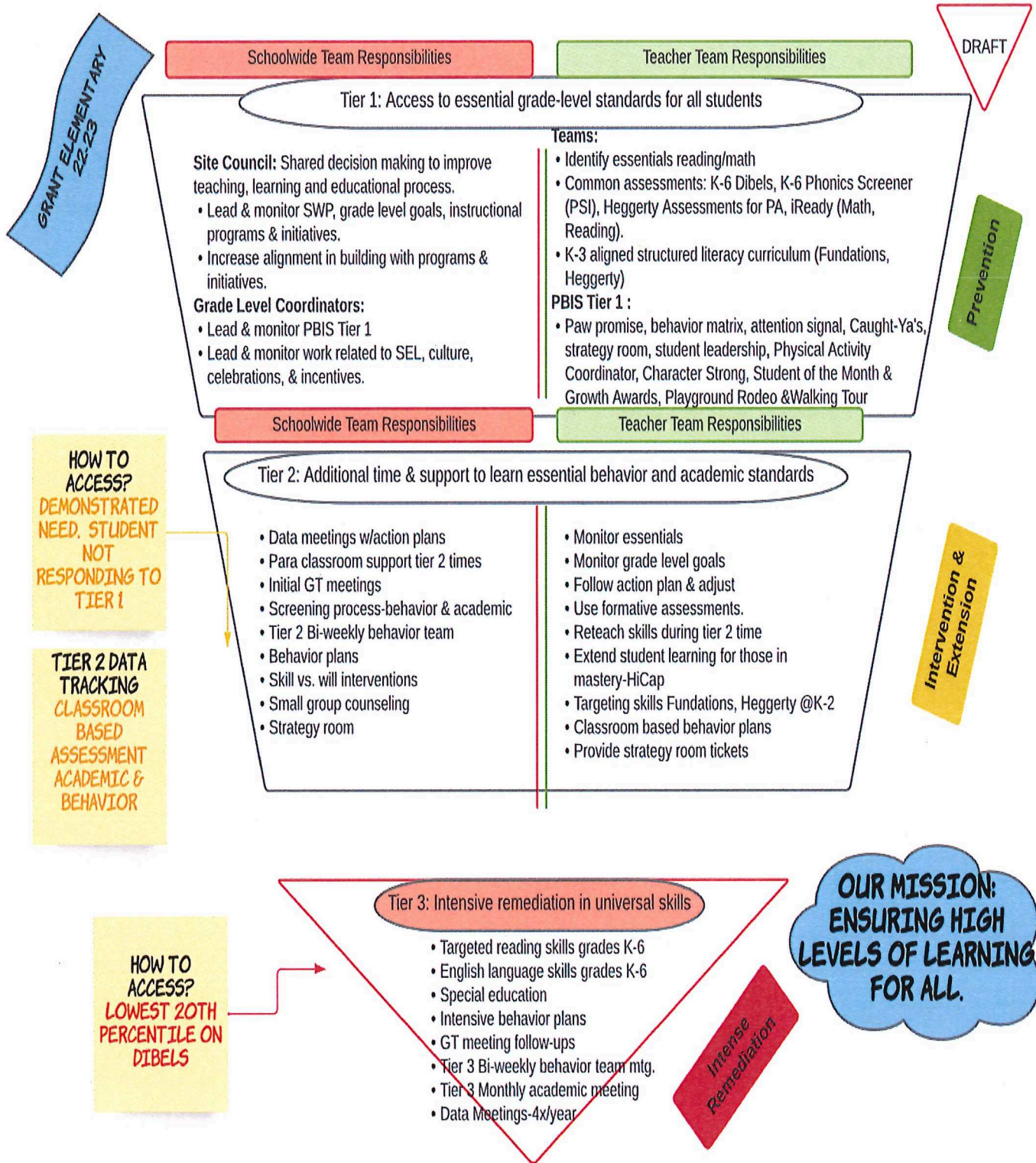
- Reading progress monitoring is done for those students that are at high risk and identified for LAP services.
- Kindergarten & 1st grade students are progress monitored by Foundations Unit assessments.
- Tier 2 students are assessed by classroom teachers based on progress towards essential standards in reading Foundations skills grades K-2.
- Tier 3 students are assessed by skill weekly.
- EL students are screened monthly for language development by our Bilingual Specialist to best meet the needs of our second language students.

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

- Data meetings with MTSS team and grade level teachers 4 times per year.
- Alignment of data collection spreadsheets for Tier 3-easier accessibility for all and ability to see progress or lack of easily.
- Alignment of data collection spreadsheets for Tier 1 Foundations grades K, 1,2 and 3.
- Discussion of at-risk students and intervention strategies
- Data supported regroupings for tier 3 academic groups and behavior plans
- Data drives who accesses Tier 3: Lowest 20 percentile on DIBELS.
- Team includes: 2 Reading Intervention specialists, Counselor, 2 Bilingual Specialist, 2 Special Education teachers, School Psychologist, Assistant Principal, Principal.

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

See below: add MTSS 22-23 Chart



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

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

Program	Allocation	How the funds will be used to implement the Schoolwide Plan.
BEA		
Title IA	\$18,459	Certificated staffing, Classified staffing, curriculum in support of reading, math and PBIS (Behavior) supplemental supports, professional development

