Grant Elementary

Title 1 Part A - Schoolwide Plan

2021-22

<table>
<thead>
<tr>
<th>Name of Team Member</th>
<th>Position/Representation</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Diane Musilek</td>
<td>Chairperson</td>
<td></td>
<td>1-5-22</td>
</tr>
<tr>
<td>Kirsten Mittelstaedt</td>
<td>Principal</td>
<td></td>
<td>1-5-22</td>
</tr>
<tr>
<td>Caitlin Walters</td>
<td>Assistant Principal</td>
<td></td>
<td>1-5-22</td>
</tr>
<tr>
<td>Casey Henneigh</td>
<td>ParaEducator</td>
<td></td>
<td>1-5-22</td>
</tr>
<tr>
<td>Aimee Krueger</td>
<td>Parent (non-Staff)</td>
<td></td>
<td>1-21-22</td>
</tr>
<tr>
<td>Talena Morrell</td>
<td>Teacher</td>
<td></td>
<td>1-5-22</td>
</tr>
<tr>
<td>Karen Dodd</td>
<td>Teacher</td>
<td></td>
<td>1-5-22</td>
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<tr>
<td>Lindsay Rasmussen</td>
<td>Teacher</td>
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<td>1-5-22</td>
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<tr>
<td>Stephanie Prazer</td>
<td>Teacher</td>
<td></td>
<td>1-5-22</td>
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<tr>
<td>Karla Hix</td>
<td>Teacher</td>
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<td>1-5-22</td>
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<tr>
<td>Allison Chisholm</td>
<td>Teacher</td>
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<td>1-5-22</td>
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2021-22 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 PLC’s in order to improve our professional practice.

<table>
<thead>
<tr>
<th>Culture of Equity Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>We work to achieve educational equity in our classroom instruction. We are committed to learning and implementing best practices in reading instruction for K-3 students. We also recognize the need to improve our instructional practices to address our EL students' access to core curriculum.</td>
</tr>
</tbody>
</table>

800 Eastmont Ave, East Wenatchee, WA 98802
509-884-7169 ~ 509-884-4210 (fax) ~ www.eastmont206.org
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, MTSS (Multi-Tiered Systems Support Team)
  - PASI/PSI- (Reading Diagnostic)-Staff
  - Perception Data-Site Council/Staff
  - SBA (ELA/Math)-Staff
  - ELPA 21 (EL Data)-Staff
- During the 2020-21 school year, staff analyzed student achievement data in reading and math related to their year end goals on the school improvement plans.
- Fall 2021 - Grade level teams and interventionists assessed students to determine Tier 3 reading interventions and student placement.
- November 2021-School Satisfaction Surveys distributed to students, parents and staff-reviewed by site council, staff January 2022.
- October 2021-Smarter-Balanced Assessments were given to 4th and 5th grade students (standards from year prior).
Describe the Demographic trends of your school. (Include grade levels served, enrollment, % of each subgroup)

<table>
<thead>
<tr>
<th>Students Enrolled 2020-21 School Year</th>
<th>438</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Regularly Attend 2019-20 School Year</td>
<td>96.4%</td>
</tr>
<tr>
<td>Per-pupil Expenditure 2019-20 School Year</td>
<td>$13,588</td>
</tr>
<tr>
<td>Number of Classroom Teachers 2019-20 School Year</td>
<td>29</td>
</tr>
<tr>
<td>Average Years of Teaching Experience 2019-20 School Year</td>
<td>16.1</td>
</tr>
</tbody>
</table>

| Met ELA Standards 2018-19 School Year | 52.9% |
| Met Math Standards 2018-19 School Year | 51.5% |
| Met Science Standard | |

| Graduated in 4 Years 2019-20 School Year | |
| High Math Growth 2018-19 School Year | 36.8% |
| High ELA Growth 2018-19 School Year | 40.6% |

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data becomes available.
## Grant Elementary School
### 2020-21

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>49.5%</td>
</tr>
<tr>
<td>Male</td>
<td>50.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.7%</td>
</tr>
<tr>
<td>Hispanic/ Latino of any race(s)</td>
<td>51.4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.5%</td>
</tr>
<tr>
<td>White</td>
<td>45.4%</td>
</tr>
</tbody>
</table>
ELPA 21 Scores (Spring 2021)
- Graph #1 Exit from the program
- Graph #2 Number of students emerging, progressing and proficient

Grant ELPA Exit 2020-2021
### 2021-2022 All Grades Status - DIBELS 8th Edition

District: Eastmont School District
School: Grant Elementary School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginning</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=64</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>48 (75%)</td>
<td>3 (3%)</td>
</tr>
<tr>
<td>1st</td>
<td>34 (49%)</td>
<td>6 (9%)</td>
</tr>
<tr>
<td>2nd</td>
<td>35 (47%)</td>
<td>7 (9%)</td>
</tr>
<tr>
<td>3rd</td>
<td>21 (34%)</td>
<td>6 (10%)</td>
</tr>
<tr>
<td>4th</td>
<td>13 (21%)</td>
<td>4 (6%)</td>
</tr>
<tr>
<td>5th</td>
<td>25 (35%)</td>
<td>15 (18%)</td>
</tr>
<tr>
<td>6th</td>
<td>No students with data.</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>416 (43%)</td>
<td>40 (10%)</td>
</tr>
</tbody>
</table>

Legend:
- 𝑛 = Number of Students
- **Intensive Support**
- **Strategic Support**
- **Core Support**
- **Core^ Support**

Results Based On: DIBELS 8 Composite Score

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## (Fall) Smarter Balanced Data - 4th Grade Math

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>29%</td>
<td>29%</td>
<td>34%</td>
</tr>
</tbody>
</table>

**Disproportionality:**
- 7 Multilingual Students = 0% passed
- 5 SpEd Students = 40% passed
- 36 Low Income Students = 31% passed (11)

## (Fall) Smarter Balanced Data - 4th Grade ELA

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>26%</td>
<td>22%</td>
<td>26%</td>
<td>26%</td>
</tr>
</tbody>
</table>

**Disproportionality:**
- 12 Multilingual Students = 0% passed
- 4 SpEd Students = 25% passed
- 38 Low Income Students = 37% passed (14)
(Fall) Smarter Balanced Data - 5th Grade Math

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>18%</td>
<td>38%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Disproportionality:
12 Multilingual Students = 17% passed
1 2SpEd Students = 8% passed
43 Low Income Students = 5% passed (2)

(Fall) Smarter Balanced Data - 5th Grade ELA

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>24%</td>
<td>17%</td>
<td>21%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Disproportionality:
12 Multilingual Students = 0% passed
12 SpEd Students = 17% passed
43 Low Income Students = 26% passed (11)
Highly Capable Program Enrollment: Equity Analysis
Grant Elementary School
2020-21 School Year

Ensuring educational equity:
Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

Requires education leaders to develop an understanding of historic contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Look for gaps between student groups to spot an opportunity to support equity.

Enrollment - Highly Capable Program
- White: 100.0%
- Asian: 0.7%

Enrollment - All Students
- Hispanic/Latino of any race(s): 51.2%
- Two or more races: 2.5%
- White: 45.6%

*Note: This dashboard contains data that might identify individual students. Please use caution when sharing the data outside your organization to ensure student privacy is protected.
Analyze the following areas to identify strengths and challenges of your school. Then, describe below.

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

**Describe the strengths of your school.**
Perception Survey (Fall 2021)-

**Parents:**
87% of families feel school staff are responsive to requests.
91% think the school building and grounds are in good condition.
88% think their child is safe at school.
90% feel teachers care about their child.
90% feel the school communicates well with them.
87% feel satisfied with the amount their child is learning.
92% would recommend the school to other parents.

**Staff:**
98% feel welcome and respected at school.
100% feel safe at school.
100% feel the school grounds and building are in good condition.
100% feel the administration is visible and accessible.
100% feel their colleagues care about our students.

**Students:**
89% feel their teachers care for them.
89% are happy with the amount they are learning.
84% feel welcome and respected at school.
84% feel the staff is responsive to their requests.
90% feel the school grounds and building are in good condition.

**Academic Achievement**—Our staff is committed and agreed to our mission, vision and collective commitments. Those highlight our agreement to work together work collaboratively to seek and implement strategies for continuous growth and academic success. That means we will use evidence of student learning and common assessments to address needs. We also commit to using our PLC times to improve professional practice. This is an area of strength. Other strengths:
- Began the conversation about structured literacy with site council in Spring 2021.
• Added structure literacy program to our classroom CORE curriculum in grades K, 1,2 and will be adding that to grade 3 as of January.
• Common assessments grades K-5 in reading and a common diagnostic tool.
• Common assessment grades 3,4,5 in math.
• Aligned essential learning goals in grades K-5 in reading.
• Tiered intervention system which implements the new assessments, structured literacy curriculum throughout our Tier 1,2 and tier 3 instruction K-3.
• Special Education-Wilson Reading System for our highest needs grade 3,4,5 students.
• Common curriculum: Phonemic Awareness (K,1,2 with Heggerty), Phonics (K,1,2,3 with Fundations), Stepping Stones (K-5 Math).

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. We have implemented Covid testing on-site to promote students getting back to school sooner when ill.

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.
Describe the challenges of your school.

Perception Survey-Fall 2021

Parents: Parents are frustrated they are limited in access to the school. Would love to be able to meet their child’s teacher in person and see their classrooms. Feeling very disconnected.

Staff: Concerned about behavior and the addition of 5th and eventually 6th grade into an elementary school model.

Students: Want better lunches and swings at recess.

Academic Achievement- Our data in all indicators shown on the School Wide Plan show most students are significantly behind academically. This is indeed a challenge and we are incorporating our plan stated above to address the needs of students K-5.

Language Acquisition- Two years ago, we celebrated 24% of Grants 125 EL students exiting the program. Last year, that number was 12%. Despite our concerted effort with ‘Educare’ and serving 19% of our EL population all day, everyday, during the interrupted school year, the school year greatly affected our English Language learners. This year we are using thematic units, and supplemental background knowledge building with GLAD units in our EL instruction to specifically address the language needs of students and adjust our instruction to the new WIDA standards. These units provide opportunities for students to practice the 4 domains of language acquisition, which are reading, writing, speaking and listening.

Student Attendance- Attendance in the COVID pandemic is difficult. Students can be out of school for extended periods of time and that is a challenge for teachers and parents. Attendance has always been a strength at Grant Elementary but with the pandemic, we have 20% of our population who have experienced 7,10, or more days of absences. With constantly changing measures for what symptoms require testing, parents are confused about when they can send their students to school or not. An additional struggle is rebuilding routines and habits of getting up and leaving the house to go to school.

Student Discipline- We have noticed our primary students entered the school year with more behavior needs than in year’s past. This is our first year with more classroom referrals than playground referrals for discipline and those numbers are more highly concentrated in primary grades. Time away from peers and being independent and responsible for their own body and behavior have taken the entire fall to learn. As the months go by, students are slowly building stamina to be in the classroom all day, everyday but this has been especially difficult for our young students. Our third graders last had a normal year when they were in kindergarten.
**Goal and Solution Selection:** Choose two to five challenges to work on this school year and write a SMART goal for each of them (it must include how and when it will be assessed). These may be continued from previous years.

Effective solutions will include the following:
- Communication plan to staff, students, parents.
- Processes/Timelines for ensuring plan is being implemented and growth towards target is being attained.
- Professional development.
- Budget allocation.

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

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

**Grade Level Goals:**
Each grade level shared their SIP goals, explained how they were going to measure them, and why they were chosen. All grade level goals are focusing on essential standards. Below you will find each grade level goal.

**Kinder- ELA**
This school year, at least 95% of our kindergarten students will demonstrate basic knowledge of one-to-one correspondence with correct sounds for each consonant and vowel on the "Kindergarten Letter Names and Sounds Assessment" assessment in April.

**What is our current reality? Why did we choose this goal?**
In October, our Kindergarteners could name 33.3% of letter sounds when looking at lowercase letters. We chose this goal because identifying letters and the sounds they make is going to aid in students being able to sound out CVC words and continue learning how to read. This is essential for students to learn before beginning 1st grade.

**What are our action steps?**
We will implement Fundations and Heggerty (as well as incorporating Wonders). We will also work with targeted small groups on letter sounds.

**How and when will it be assessed?**
The Kindergarten team will be doing monthly testing using our "Kindergarten Letter Names & Sounds Assessment" to check for mastery.
First- ELA
In collaboration with the RTI team, 1st grade at Grant Elementary School will increase phonics skills (RF 1.3) for students from 39% mastery (Oct.) to 80% mastery in May in decoding regularly spelled one-syllable words as measured by the Phonics Screener for Intervention (PSI).

What is our current reality? Why did we choose this goal?
In October, 39% of our first grade students could read CVC real and nonsense words as measured by the PSI. As a result, First grade teachers and the Response to Intervention (RTI) team selected students for intensive and strategic intervention. We chose this skill because it is the foundation of phonics progression of skills.

What are our action steps?
To ensure high levels of learning for all, we will implement Fundations for teaching phonics skills and Heggerty for phonological awareness skills daily. In addition, students will use phoneme-grapheme mapping and decodable text to increase their decoding skills and fluency.

How and when will it be assessed?
First grade teachers and RtI staff will assess using DIBELS nonsense word fluency in the fall, winter and spring. Students who score strategic or intensive will be progress monitored monthly using DIBELS Nonsense Word Fluency and the Phonics Screener for Intervention CVC real and nonsense words.

Second- ELA:
In collaboration with the RTI team, 2nd grade at Grant Elementary School will increase phonics skills (RF 2.3) for students from 12% mastery in distinguishing short and long vowel and reading words with common vowel teams in September to 70% mastery in May 2022 as measured by the Phonics Screener for Intervention (PSI).

What is our current reality? Why did we choose this goal?
In the fall of 2021 all second grade students were assessed on the Phonics Screener for Intervention (PSI) to determine intervention for targeted students on phonics skills. As a result, Second grade teachers and the Response to Intervention (RTI) team selected students for intensive and strategic intervention to increase phonetic skills in areas 1 through 9 on the PSI.

What are our action steps?
To meet the needs of all students, second grade teachers are implementing Fundations, (building phonics focus), Heggerty, (district resource), and Journeys (District reading adoption) using a structured Literacy Routines format that focuses on increasing mastery of phonics skills. During Tier 1 instruction students are taught intentional phonetic skills based on skill progression on the Phonics Screener for Intervention (PSI). Using a blend of phonics, phoneme-grapheme
mapping, decodables, and fluency passages students are being supported with the goal being to increase short/long vowel identification, and reading words with vowel teams.

**How and when will it be assessed?**
To ensure high levels of learning for all, and to determine intervention needs (Intensive, strategic, and benchmark) students are progress monitored at the end of each concept taught and bimonthly for all students using the Phonics Screener for Intervention PSI. Data driven progress monitoring will allow for continuous Tier 2 and 3 support for our intensive and strategic second grade students.

**Third- ELA:**
At the beginning of the year 39% of 3rd graders read with an oral reading fluency accuracy of 96%. By the end of April, at least 80% of 3rd graders will have an oral reading fluency accuracy of 96% as measured on the DIBELS benchmark test.

**What is our current reality?**
Our current reality is that only 39% of our students read grade level text with enough accuracy (96%) to comprehend what they read. We chose this goal so that we could focus on increasing accuracy which would in turn, increase comprehension of grade level text.

**What are our action steps? How/when will it be assessed?**
Our action steps include implementing FUNdations when it arrives, continue Journey’s phonics lessons, decodable readers, small group phonics instruction and weekly Read Naturallyly passages. We will assess progress using DIBELS benchmark and progress monitoring and STAR reading comprehension scores.

**Fourth- ELA:**
At the beginning of the 21/22 school year, 32% of our fourth grade students were proficient in this comprehension skill. This school year, at least 80% of fourth grade students will increase one level of proficiency in determining the main idea and two supporting details by April 2022 as measured by CFA’s, classroom observations, and Journey’s assessments/tasks.

**What is our current reality?** Our current reality is that only 32% of fourth grade students were proficient in determining the main idea and two supporting details. We chose this goal based on baseline assessment data for main idea and details, it was determined that this particular comprehension skill is a deficit area.

**What are our action steps? How/when will it be assessed?**
Our action steps include Journeys lessons, notes in reading notebook based on anchor charts, weekly REWARDS lessons, small groups on comprehension skills and read naturally passages. We will assess with our CFA on main idea.
Fifth- ELA:
At the beginning of the year, 33% are reading at an intensive oral fluency level as measured by the beginning of the year Benchmark Assessment with DIBELS. This year, at least 75% of our students will meet or exceed Projected Growth Goals on oral reading fluency as measured by DIBELS Benchmark Assessment in April 2022. The focus of the Projected Growth Goal allows each student to have a goal individualized to their specific learning needs.

What are our action steps? How/when will it be assessed?
Our action steps include in-class Fluency practice, small group Tier 2 fluency passages, weekly student graphing, Journeys Cold Reads, Read Naturally passages, and Rewards in Tier 3 for small groups. We will assess progress with DIBELS benchmark and progress monitoring.

School Wide-PBIS:
During the 2021-2022 school year, 90% of the students K-5 will have between 0 and 1 office referrals.

What is our current reality?
Currently 93.2% of all students have between 0 and 1 office referrals.

Why did we choose this goal?
We know that students who have 0-1 office referrals have higher rates of success accessing instruction.

What are our action steps?
Intentional teaching of school wide behavior expectations.
Implementing Classroom PBIS plans.
School wide use and alignment of SEL curriculum Sanford Harmony and connecting this to intentionally taught Character Traits.
Use of various student recognition strategies, Caught Ya’s, In Class Incentives, Student of the Month, Positive Office Referrals
Utilizing T2 Behavior plans to increase access to supports for teachers and students.

How and when will it be assessed?
This will be assessed using SWIS in June of 2022.
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.

Reform Strategy 1: Implementation of structured literacy practices K-3

How will the school strengthen the literacy, science, government, engineering, the arts, and mathematics?
Structured Literacy incorporates best practices in the instruction of literacy. A focus on improving our practice of teaching students to read in a way supported by research will have a positive impact on student’s ability to learn science, government, engineering, the arts and mathematics. It will make those content areas available to them if they can read.

2021-22 Action Plan/Next Steps:
- Common curriculum implemented Fall 2021 K-2 Fundations.
- Common curriculum implemented Winter 2022 grade 3: Fundations.
- Common curriculum implemented Tier 2 and Tier 3: Fundations, Wilson Just Words.
- Common curriculum Grade 4: Rewards
- Common assessments: K-5 DIBELS, K-5 Phonics Screener (PSI), K-3 Phonemic Awareness Screener (PASI)
- Site team training: Science of Reading 2021-2022 school year-to then implement to staff
- Book study with Site Council for shared learning and support teacher teams in their learning.

Reform Strategy 2: Essential Standards through grade level teams and site council.
- Identify essential Standards in reading & math.
- Develop and analyze scores on common assessments for Essential Standards
- Reteach standards to ensure mastery.
How will the school strengthen the literacy, science, government, engineering, the arts, and mathematics?

Our teachers will meet to answer the four critical PLC questions in their essentials areas:

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

2021-22 Action Plan/Next Steps:

- School staff edited and recommitted to our mission, vision and collective commitments Fall 2021.
- Grade level teams select essential standards for reading and math Fall 2021.
- Teams create action steps collaboratively & monitor according to plan throughout the school year.
- Teams create 2021-2022 SMART goals; tracked through TACA document and shared quarterly with the site council.

Reform Strategy 3: MTSS: Positive Behavior Intervention Support (PBIS Behavior)

- Implement Tier 1 - Classroom level and school level systems
- School wide expectations
- Social Emotional Learning-SEL Sanford Harmony
- Celebrate student and staff success
- Support tier 2 & tier 3 students behaviorally
- Student leadership

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

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

2021-22 Action Plan/Next Steps:

- SWIS continues to be used as a way to track behaviors school wide.
- Meetings with GLC (Grade Level Coordinators) team monthly to analyze data, create action steps, and support schoolwide behavior.
- Track student interventions for repeated behaviors with SWIS and other data systems.
- Tier 2 Bi-weekly behavior team to support high needs students and track progress.
- Guidance Team process to impact behavior for higher needs students.
- Celebrate student success monthly with Student of the Month recognition
- Celebrate student success in the classroom with Positive Office Referrals.
- Aligned scope and sequence of SEL curriculum across grade levels.
- Student leadership
Reform Strategy 4: Recommit to the implementation of GLAD strategies

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

Using GLAD strategies, content is made more comprehensible for students, engagement increases and accessibility to content improves.

2021-22 Action Plan/Next Steps:
- Survey staff on GLAD certification
- Use building day/staff meetings as opportunities to model engagement strategies that could be used with EL students.
- Mini-courses with GLAD refreshers offered throughout the year by Caitlin Walters.
- Reminder GLAD strategy of the month with visuals.
- Make and take science kits for staff.
- Incorporate best practices strategies in small digestible chunks for staff (staff meetings and Grant weekly staff newsletters (Chit Chats)).
- Implementation of science kits with GLAD supports.
- Agreement by staff of strategies that would be implemented.

How will the school improve transitions between grades and/or schools?
- Vertical alignment discussions occur during site council meetings and shared out via notes.
- Grant staff met with pre-school teachers and school psychologists to discuss incoming Kindergartners. IEP's and behavior needs discussed and plans made for student success.

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. STEM & Math is Cool are after school programs to enrich students in the area of math and science.
4. Lexia (grades K-2): This computer based program adapts to students's individual reading ability which allows our accelerated growth of our highly capable students. This is also available for at home access.

How will the school provide opportunities for students both ahead of and behind grade level?
Our 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
- Tier 3: Intensive remediation in universal skills

**Schoolwide Team Responsibilities**

**Teacher Team Responsibilities**

**Site Council:** Shared decision making to improve teaching, learning and educational process.
- Lead & monitor SWP, grade level goals, instructional programs & initiatives.
- Increase alignment in building with programs & initiatives.

**Grade Level Coordinators:**
- Lead & monitor PBIS Tier 1
- Lead & monitor work related to SEL, Culture, celebrations, more TBD.

**Teams:**
- Identify essentials reading/math
- Common assessments: K-5 Dibels, K-5 Phonics Screener (PSI), K-3 Phonemic Awareness Test Screener (PASI), Star math 3-5.
- K-2 aligned structured literacy curriculum (Fundations, Heggerty)

**PBIS Tier 1:**
- Paw promise expectations, behavior matrix, attention signal, Caught-Ya's, strategy room, student leadership.

**Tier 2: Additional time & support to learn essential behavior and academic standards**

- Data meetings w/action plans
- Para classroom support tier 2 times
- Initial GT meetings
- Screening process-behavior & academic
- Tier 2 Bi-weekly behavior team
- Behavior plans
- Skill vs. will interventions
- Small group counseling
- Strategy room

- Monitor essentials
- Monitor grade level goals
- Follow action plan & adjust
- Use formative classroom assessments
- Reteach skills during tier 2 time
- Extend student learning for those in mastery
- Targeting skills Fundations, Heggerty @K-2
- Classroom based behavior plans
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.
### 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:
   - STAR (2nd-4th grade)
   - STAR Math (Grades 3 & 4)
   - DIBELS K-5
   - Smarter Balance 3-5
   - ELPA-21 (WIDA for the 21-22 school year)
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. Diagnostic Assessment: Phonological Awareness Screener (PASI) grades K-1
6. Diagnostic Assessment: Phonics screener (PSI)

### 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-5.
- 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 Fundations Unit assessments.
- Tier 2 students are assessed by classroom teachers based on progress towards essential standards in reading Fundations 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
• 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 Fundations grades K & 1
• 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 25 percentile on DIBELS.
• Team includes: 2 Reading Intervention specialists, Counselor, 2 Bilingual Specialist, 2 Special Education teacher, School Psychologist, Assistant Principal, Principal.

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

See below:
Eastmont School District
Relationships, Relevance, Rigor, Results

Tier 1: Access to essential grade-level standards for all students

Site Council: Shared decision making to improve teaching, learning and educational process.
- Lead & monitor SWP, grade level goals, instructional programs & initiatives.
- Increase alignment in building with programs & initiatives.

Grade Level Coordinators:
- Lead & monitor PBIS Tier 1
- Lead & monitor work related to SEL, Culture, celebrations, more TBD.

Teacher Team Responsibilities
- Identify essentials (reading/math)
- Common assessments: K-5 DBiE, K-5 Phonics Screener (PSI), K-3 Phonemic Awareness Screener (PAS), Star math 3-5.
- K-2 aligned structured literacy curriculum (Fundations, Heggerty)

PBIS Tier 1:
- Pair promise expectations, behavior matrix, attention signal, Caught-Yi’s, strategy room, student leadership.

Tier 2: Additional time & support to learn essential behavior and academic standards

Schoolwide Team Responsibilities
- Data meetings w/action plans
- Para classroom support tier 2 times
- Initial GT meetings
- Screening process-behavior & academic
- Tier 2 bi-weekly behavior team
- Behavior plans
- Skill vs. skill interventions
- Small group counseling
- Strategy room

Teacher Team Responsibilities
- Monitor essentials
- Monitor grade level goals
- Follow action plan & adjust
- Use formative classroom assessments
- Reteach skills during tier 2 time
- Extend student learning for those in mastery
- Targeting skills Fundations, Heggerty @ K-2
- Classroom based behavior plans

Tier 3: Intensive remediation in universal skills

Schoolwide Team Responsibilities
- Targeted reading skills grades K-5
- English language skills grades K-5
- Special education
- Intensive behavior plans
- GT meeting follow-ups

Teacher Team Responsibilities

How to Access?
Demonstrated need student not responding to Tier 1

How to Access?
Lowest 25 percentile on PBIS

Our Mission: Ensuring High Levels of Learning for All.

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### 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Allocation</th>
<th>How the funds will be used to implement the Schoolwide Plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title IA</td>
<td>$172,050</td>
<td>Certificated staffing, Classified staffing, curriculum in support of reading, math and PBIS (Behavior) supplemental supports, professional development.</td>
</tr>
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