# Title 1 Part A - Annual Schoolwide Plan Review

## 2020-2021

<table>
<thead>
<tr>
<th>Name of Team Member</th>
<th>Position/ Representation</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Diane Musilek</td>
<td>Chairperson</td>
<td>[Signature]</td>
<td>5/25/22</td>
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<tr>
<td>Kirsten Mittelstaedt</td>
<td>Principal</td>
<td>[Signature]</td>
<td>5/25/22</td>
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<tr>
<td>Caitlin Walters</td>
<td>Assistant Principal</td>
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<td>5/25/22</td>
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<tr>
<td>Lindsay Rasmussen</td>
<td>Teacher</td>
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<td>5/25/22</td>
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<tr>
<td>Karen Dodd</td>
<td>Teacher</td>
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<td>5/25/22</td>
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<tr>
<td>Talena Morrell</td>
<td>Teacher</td>
<td>[Signature]</td>
<td>5/27/22</td>
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<tr>
<td>Karla Hix</td>
<td>Teacher</td>
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<td>5/25/22</td>
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<tr>
<td>Stephanie Prazer</td>
<td>Teacher</td>
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<td>5/25/22</td>
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<tr>
<td>Allie Chisholm</td>
<td>Teacher</td>
<td>[Signature]</td>
<td>5/25/2022</td>
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<tr>
<td>Casey Henneigh</td>
<td>Paraeducator</td>
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<td>5/25/22</td>
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<tr>
<td>Aimee Krueger</td>
<td>Parent</td>
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<td>5/25/2022</td>
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### Goals Attained and Student Achievement Successes

Was the Schoolwide Plan effective in increasing the achievement of low-achieving students in meeting the state’s academic standards?

Identify which goals were met and provide evidence.

#### Kinder- Math
Between September and May, all students will increase their knowledge of numeral set identification numbers 0-20 as measured by classroom based assessments and observation in daily learning tasks. We choose to define “increase” as achieving 90% proficiency on the summative assessment.

**Goal Met:** 76/78= 97% for Math, This goal is taught at the beginning of the year which allows for a long time for intervention.

#### Second- Math:
Between November and May, all students will increase their knowledge of CCSS 2NBT5 (addition within 100) as measured by the District CBA 2 NBT5 and exit tickets, whiteboard work, Google Forms, and teacher observations. We choose to define “increase” as growing by one level or meeting benchmark.

**Goal Met:** 100% of students met math goals for addition within 100.

#### Second- ELA:
Between September and May, all students will increase their Phonics skills as measured by the Quick Phonics Survey (QPS) and whiteboard work, common formative assessments, and teacher observations. We choose to define “increase” as growing by 4 tasks (intensive to strategic or strategic to benchmark) or reaching a level 11 or higher on the QPS.

**Goal Met:** 99% achieved the goal. The team was very excited about their growth!

#### Third- Math:
Between September and May all third grade students will increase their problem solving skills using multiplication (OA3) as measured by common assessments. Our assessments of this skill will include exit tickets, STAR Math testing as well as the end of the unit test. We choose to define “increase” as growing one level or maintaining a level 3 or 4.

**Goal Met:** Third: 92% only 6 kids who didn’t move up.

#### Fourth- Math:
Between October and May all students will increase their knowledge of CCSS NBT5 by being able to multiply a whole number of up to four digits by one digit whole numbers and two, two digit numbers using multiple strategies as measured by monthly teacher created assessments including 4 types of each question, daily exit tickets, and informal teacher interviews. We choose to define “increase” as one point or maintaining a 4/4 on each of the grading scales.
Goal Met: 100% of the students made the math goal.

Fourth- ELA:
Between September and May all students will increase their knowledge of the CCSS RI 4.2 by being able to determine the main idea of a text and supporting it with at least two details as measured by teacher created assessments using both short answer responses and multiple choice questions, teacher interviews, weekly comprehension assessments, and exit tickets. We choose to define “increase” as growing one level or maintaining a level 3 or 4.

Goal Met: 100% of the students made the ELA goal. The successes were that it brought our team closer together and made us much more intentional.

Describe areas of Success in Student Achievement - Include summaries of the following for the different content areas and grade levels: All students, Low Income, Ethnicity, Limited English.

Grade Level Reflections:
4th: Intentional with our teaching and giving students a toolbox of strategies to show mastery. The successes were that it brought our team closer together and made us much more intentional.

3rd: Thanks to Site Council, our goals continued to come up constantly which kept it at the forefront for our teams. Being super intentional and focused on the goals during the pandemic helped.

2nd: began with a strong focus on place value and then really focused on the addition goal by teaching various strategies so that the students knew what to expect.

1st: Team went deep into concepts and focused on skills that would help set kids up for success.

Kinder: continuous practice of the skill throughout the year and were able to work on it for so long helped with the success. Parents were really aware of what students were learning due to remote instruction at the beginning of the year and were a part of the learning.
**Goals Not Attained and Student Achievement Challenges**

Was the Schoolwide Plan effective in increasing the achievement of low-achieving students in meeting the state’s academic standards?

Identify which goals were not met and provide evidence.

**Kinder- ELA**

Between September and May, all students will increase their knowledge of all 31 letter sounds as measured by classroom based assessments, Lexia, Imagine Learning, and classroom observation in daily learning tasks. We choose to define “increase” as achieving 90% proficiency on the summative assessment.

**Goal Not Met:** 61/78= 78% The team is very happy with this because since they have been back full-time the students have made huge strides. They have very few intensive kids. Overall, they are pretty pleased with their success.

**First- Math**

Between September and May, all students will increase their knowledge of CCSS 1.OA.6 (addition/subtraction fluency to 20) as measured by District Addition/Subtraction assessment (pre and post) and Classroom Exit Tickets or observation. We choose to define “increase” as a minimum of 10 additional facts from initial assessment.

**Goal Not Met:** Math- realized their goal was poorly written and their time expectation was a little bit unreasonable. But they did have 94% of the kids pretty solid with their addition facts and subtraction= 90%.

**First- ELA**

Between September and May, all students will increase their knowledge of CCSS RF 1.2 (Phonological Awareness) as measured by Reading Foundation Skills (pre and post) and Heggerty Phonological Awareness Assessments. We choose to define “increase” as movement into the next color block from the lowest subskill. (i.e. from red to yellow or yellow to green)

**Goal Not Met:** 90% of first graders meeting phonemic awareness goal. They felt it was hard with sounds, mouth placement and being on the computers it was super hard at the beginning. Diligent about doing heggerty everyday.

**Third-ELA:**

Between September and May all third grade students will increase their understanding of a text, referring explicitly to the text as the basis for the answers (RL3.1 & RI3.1) as measured by RACE response prompts given throughout the year. Students will be required to restate the question, answer and provide text evidence to support their answer. We choose to define “increase” as growing one level or maintaining a level 3 or 4.

**Goal Not Met:** In ELA 83% of students made growth. With the year they have had, they are happy with their growth.
Describe areas of Challenge in Student Achievement - Include summaries of the following for the different content areas and grade levels: All students, Low Income, Ethnicity, Limited English.

4th: The challenges were remote learning and invalid assessments.
**Evaluate the Effectiveness of The Schoolwide Planning Process**

An effective planning process will include the following:

- Increase student achievement for all students, but especially the disadvantaged
- Involve stakeholders including parents
- Be regularly revisited and revised
- Be implemented as per plan or as per revised plan
- Provided effective transitions of students to your school and from your school
- Provided effective professional development

Describe the strategies/best practices and data that have been reviewed to determine the overall effectiveness of the Schoolwide Program.

This year we experienced interrupted learning with our students not returning to the classroom for full-time instruction until April 26, 2021. Prior to that, students began the year completely remote. In October 2020, they began coming \( \frac{3}{4} \) time with A and B scheduled days. Teachers worked to progress monitor.

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<thead>
<tr>
<th>What went well in the Schoolwide Planning process?</th>
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<td>Collaborating around goals met and not met, sharing these successes and challenges with the site council teams. Reflecting on our grade level goals as a team.</td>
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<th>What needs to be improved in the Schoolwide Planning process? Include specific strategies that will be put in place.</th>
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<td>Once we return to being able to meet in a large group, sharing successes and challenges beyond site council and soliciting input from the greater school community (para-educators, SpEd teachers, RTI, Counselor, etc.).</td>
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