

**TITLE I, PART A SCHOOLWIDE PLAN 2020-2021**

**Name of District/Building: Deer Park Elementary**

**Date: Deer Park Elementary. September, 2020**

**Mission**

We believe that if all students are receiving supports they need at their true level of mastery toward standards and are in classrooms daily receiving core instruction, we will see growth toward proficiency. We know as a building that we need to focus on equity as opposed to equal systems for support. Through these systems of support that help all students receive the intervention designed for their current need, students will make more than a year's worth of gain. We will strive to progress toward a model that truly has students in classrooms receiving core instruction, developing sound peer relationships and clear data for support on a level that provides all equal access to instruction. Through this focus, it will be evident that we will begin to decrease the achievement gap and all students will be progressing toward proficiency of standard.

**Vision**

Deer Park Elementary is a K-2 building committed to the success of all students with a focus on academic and behavioral growth. Our goal is to give students the support and encouragement to develop responsibility for their learning and behavior everyday.

As a building we expect our students to follow the expectations of being ***Respectful, Responsible, Safe, and Kind.***

**COMPONENT #1: NEEDS ASSESSMENT**

**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

<p>Plan</p>	<p><b>After reviewing data from I-Ready, and Unit Assessments, it is clear that our target needs to be at least one years gain for every student in the areas of English, Language Arts and Mathematics. With an emphasis on intervention programs within LAP and Title programs to support more than a year's worth of growth for those students currently below grade level.</b></p> <p>As indicated by data and program review, it was evident that the curriculum currently being taught- Wonders and Ready Math needs to be taught with fidelity and teachers need professional development. Upon review of core instruction we have set in place a MTSS model for tiered intervention. ( See Attached)  Student Progress will be measured following building assessment plan:</p> <p><b><u>Grade Level Testing:</u></b>  Fall 2020: WA Kids testing in Reading and Math in Kindergarten.  I-Ready in Grades K , 1 and 2  Fastbridge testing for students identified for Title and LAP help.</p> <p>February:: I-Ready in Grades K,1 and 2  Fastbridge Assessment for identified students</p> <p>May I-Ready in Grades K, 1 and 2</p> <p><b>Fastbridge Assessment for identified students</b>  I-Ready Progress Monitoring will occur in October and March in Grades K-2  Wonders Reading and Ready Math Unit Assessments will occur as Units are completed.</p> <p>As we monitor student growth, students not making one year’s worth of progress will be introduced to different curriculum based on individual needs. At which time, we will use another measure based on the choice of curriculum. (See MTSS document)</p> <p>We as a building used our needs assessments to identify students’ academic and non-academic barriers to learning, collaborate with their community to secure additional resources for students and their families, use data to monitor progress, and strive for greater alignment across student support services and programs like LAP and Title I Programs.</p>
<p>Do</p>	<p><b>Goal: ELA-all students will make at least one year’s academic gain during the school year. Those students reading below grade level will have intervention in place to make more than one year’s gain. Those reading above grade level will continue to remain at proficient levels on grade level standards as indicated on the I-Ready and Curriculum based Assessments.</b></p> <p><b>Goal: Mathematics-all students will make at least one year’s academic gain during the school year. Those students performing below grade level will have classroom intervention in place to make more than one year’s gain. Those performing above grade level will continue to remain at proficient levels on grade level standards as indicated on the I-Ready and Fastbridge Assessments</b></p>

	<p>Teachers will receive on-going training on both the Wonders and Ready Math Curriculum. Teachers will meet in PLC Communities to develop strategies to work with Cohort of students in their classrooms to meet growth goals.</p> <p>All Title and LAP intervention will be provided to maximize instruction time and support. Following and Integrated Student Supports System.</p> <p>Community Services: Spokane Mental Health YFA Counselor housed in our building to work with families identified as needing those services because this need serves as a barrier to student learning.</p> <p>Spokane Harvest Bite to Go Program; Every Friday identified families receive food for the family for the weekend to support a healthy meal choice.</p>
Study	<p>One of our strengths is the core curriculum we have chosen as a district. This curriculum has a K-5 focus which will be helpful for transitioning. The fact that the 3-5 building is at an alternate site with their own decision making process makes continuity difficult.</p> <p>Each grade level has 6-8 classroom teachers. 3 Title Teacher and 3 Title Para-educators are embedded with each grade. All interventions take place at a consistent time and this allows for team planning. Priority will be placed on the use of curriculum and assessment with fidelity and professional development in an on-going prioritized fashion.</p>
Act	<p>We believe that as staff becomes familiar with the curriculum and assessments, we will see growth.</p> <p>Mathematical Standards:</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> <p>Teaching Practices Mathematics:</p> <ol style="list-style-type: none"> <li>1. Establish mathematics goals to focus learning.</li> <li>2. Implement tasks that promote reasoning and problem solving.</li> <li>3. Use and connect mathematical representations.</li> <li>4. Facilitate meaningful mathematical discourse.</li> <li>5. Pose purposeful questions.</li> <li>6. Build procedural fluency from conceptual understanding.</li> <li>7. Support productive struggle in learning mathematics.</li> <li>8. Elicit and use evidence of student thinking.</li> </ol>

English Language Arts AnchorStandards:

1. Reading for key ideas and details.
2. Understanding craft and structure of text.
3. Integrating knowledge and ideas through content evaluation.
4. Reading and Comprehending Complex Text independently and proficiently.

Teaching Practices ELA:

Balanced Literacy Instructional Approaches Gradual Release of Responsibility: Students receive explicit instruction in literacy strategies followed by guided, collaborative, and independent practice with differentiated support. Mini-lesson: Students are taught a specific strategy to support them in acquiring the necessary skills through explicit, direct instruction that includes teacher modeling and demonstration followed by students' active engagement in applying the strategy. Conferring: Students receive individualized feedback and instruction in one-on-one or small group conferences with the teacher. Partnerships: Students engage in discourse to support one another, increase understanding, and develop independence. Teaching Share: Students share examples and reflect on learning for clarification, reinforcement, and closure of the day's work

## COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

### PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan

Through use of the current core curriculum with fidelity, we believe we will be reaching the entire student population.

Our PBIS Team will meet monthly throughout the year to emphasize behavior strategies that will improve academic learning. Assemblies, or alternative settings during Social Distancing, will occur on a monthly basis to recognize students who have excelled in the areas of **Respect, Responsibility, Safety, and Kindness**. Students receiving recognition will have parents included in this assembly their picture will be taken and they will receive a free book. In addition once students accumulate ten Ranger tickets they are able to turn them into the office for a donut, ice cream, prize box, or pizza.

- We will utilize the expertise of our ELA and Mathematics Learning Support Personnel to work with teachers in the classroom on best practice strategies with the core curriculum we have implemented.
- Each grade level PLC will create a SMART Goal for their grade level that aligns with the building goals for student growth. Secondly, each classroom teacher will create student growth goals for both intervention groups of students and individual students.
- Use of the MTSS Teaming Process will help classroom teachers implement interventions and assessment that will help show student growth toward proficiency of standard.
- Implementation of a Summer School Enrichment Standards Aligned program that focuses on helping students use reading, speaking, writing and listening to help students

	<p>be able to communicate effectively. We will also utilize the Jump Start Program for incoming Kindergartners.</p> <ul style="list-style-type: none"> <li>● Parent Involvement: Teachers will meet with parents at least 2 times per year to go over growth goals and assessment data specific to their individual student. We as a building will also offer 2 Parent Zooms focusing on strategies of support parents can use at home.</li> <li>● Use of PBIS (Positive Behavior Intervention Supports) data will help students stay focused and in classrooms so little instructional time is lost.</li> <li>● Use of core curriculum with fidelity, assessment timeline and protocol, and student growth goals that use the MTSS model, as well as, those interventions that meet the needs of Tier 2 and Tier 3 students aligns with the <a href="#"><u>OSPI Menu of Best Practices and Strategies</u></a>.</li> </ul>
Do	<p><b>Goal: ELA-all students will make at least one year’s academic gain during the school year. Those students reading below grade level will have intervention in place to make more than one year’s gain. Those reading above grade level will continue to remain at proficient levels on grade level standards as indicated on the I-Ready Test.</b></p> <p><b>Goal: Mathematics-all students will make at least one year’s academic gain during the school year. Those students performing below grade level will have classroom intervention in place to make more than one year’s gain. Those performing above grade level will continue to remain at proficient levels on grade level standards as indicated on the I-Ready test.</b></p> <p><b>Goal: Continue PBIS (Positive Behavior Intervention Supports) focus on keeping students in classrooms and in school so learning can occur. Improve student attendance by 25% as compared to last year. Decrease number of referrals for major and minor behaviors by 25% as compared to last year.</b></p>
Study	<p>Our priorities include making every attempt to keep students in class receiving core instruction and interventions with fidelity to make a year or more worth growth for each student. We intend to do this through a Positive Behavior Intervention Supports system that focuses on behavioral expectations and attendance.</p>
Act	<p>Through the use of our Student Success Team (SST), and Evaluation Team Meeting (ETM), student needs will be discussed and appropriate interventions will be applied. Secondly, attendance will be tracked on a weekly basis. If needed Parent Contracts will be signed and the Community Truancy Board/Youth Court may be utilized.</p>

**COMPONENT #3: ACTIVITIES TO ENSURE MASTERY**

**PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY**

Plan	<p>As reviewed by our Needs Assessment, it was clear that many of our students were missing more than 18 day in a school year, which is 10%. Students who are missing more that 5 days in a month or 10 days total, will be identified and the principal will make contact with that family</p>
------	---

	<p>either by phone or in person. Once we have met, the parents or caregivers and principal will develop a plan of support for that student.</p> <p>It was also identified that our students need to be in class receiving core instruction and to do this we needed to minimize time out of class going over referrals and clear up absenteeism.</p>
Do	<p>We have created a tiered system for behavior so that students can be identified on this tier system in terms of need for intervention. At our monthly PBIS meeting student attendance/behavior data will be reviewed to identify strategies that can be implemented school-wide to improve student attendance and academic and social growth. Data will be tracked through the SWIS tracking program.</p>
Study	<p>We are confident by using this data and the implementation of interventions for behavior, we will see progress toward keeping students in class thus decreasing the gap. We have also created a Tracker System for those students who need additional support in terms of behavior. This system tracks the student's day looking for those areas of success and need for support. For students in need of specific help, a check-in/check-out charting system will be developed by the school counselor. Data will be shared monthly with staff and the PBIS Team to begin to analyze for areas of concern and growth.</p> <p>All classrooms in the school will be exposed to three programs that support emotional well-being.</p> <ol style="list-style-type: none"> <li>1. Second Step -- students will learn about coping skills</li> <li>2. Bullying Program - students will learn how to recognize bullying and how to stop it from occurring.</li> <li>3. Zones of Regulation - students will learn vocabulary in order to identify their feelings and they will learn about strategies that will regulate their emotions and keep them in the "green" zone. <ol style="list-style-type: none"> <li>a. The Zones of Regulation allows our school to have a common language in grades K-2 that support social and emotional well-being.</li> </ol> </li> </ol>
Act	<p>At our monthly Ranger Assemblies, emphasis will be placed on the expectations of Respect, Responsibility, Safety, .</p> <p>Each week students will receive "tickets" for doing well in the areas of safety, responsibility, and respect. Once they accumulate ten tickets that will be able to turn them in for a donut, pizza, ice cream, or a trip to the prize box.</p> <p>Students who complete their ten frame will be called to the office every Thursday to turn in their ten frame and prizes will be distributed on Friday.</p>

**COMPONENT #4: COORDINATION AND INTEGRATION**

**PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

Plan	<p>Students will receive support based on assessment data collected through Data Team meetings. Those students identified will be placed in support programs based on the MTSS model of intervention.</p> <p>All students will be assessed initially and those receiving intervention support will be progress monitored. Curriculum and assessment used for support will be consistent and taught with fidelity as a supplement to core curriculum.</p>
Do	<ul style="list-style-type: none"> <li>• Improve mathematics programs at the school and district level through mathematics focused instructional leadership skills development.</li> <li>• Provide data coaching by training staff, professional learning communities, grade level teams, and/or individuals on how to use universal screeners, diagnostic assessments, formative assessment processes, and progress monitoring tools. Model, co-assess, and provide feedback as educators assess students and use data for planning instruction.</li> <li>• Establish coaching cycles, based on grade level need, where an instructional coach models differentiation strategies in the classroom, then coaches educators to implement strategies through ongoing non-evaluative feedback as educators master strategies.</li> <li>• Support educators (classroom teachers, para-educators, volunteers, etc.) through a push-in/pull-out model. Coaches will observe, co-plan, co-teach, etc., to develop educator mathematical skills and strategies.</li> <li>• Provide job-embedded support directly to classroom teachers in both mathematics content and pedagogy.</li> <li>• Utilize professional learning communities to collaborate with mathematics instructional leaders to create an action plan for school improvement.</li> <li>• Mentor and collaborate with all teachers regardless of experience level to support shifts in mathematics instruction and mindset.</li> <li>• Utilize professional learning communities with teachers to review student work, anticipate student misconceptions, and deepen teachers' own mathematical content and knowledge</li> </ul> <p>*Improve ELA programs at the school and district level through English/Language Arts focused instruction leadership skills.</p> <ul style="list-style-type: none"> <li>• Provide data coaching by training staff, professional learning communities, grade level teams, and/or individuals on how to use universal screeners, diagnostic assessments, formative assessment processes, and progress monitoring tools. Model, co-assess, and provide feedback as educators assess students and use data for planning instruction.</li> <li>• Support educators (classroom teachers, para-educators, volunteers, etc.) through a push-in/pull-out model. Embedded Title teachers will observe, co-plan, co-teach, etc., to develop educator English/Language Arts skills and strategies.</li> <li>• Provide job-embedded support directly to classroom teachers in both English/Language Arts content and pedagogy.</li> <li>• Utilize professional learning communities to collaborate with ELA instructional leaders to create an action plan for school improvement.</li> <li>• Mentor and collaborate with all teachers regardless of experience level to support shifts in English/Language Arts instruction and mindset.</li> <li>• Utilize professional learning communities with teachers to review student work, anticipate student misconceptions, and deepen teachers' own English/Language Arts content and knowledge</li> </ul>

Study	<p>The strengths of this model is that it follows an MTSS support system that is consistent and focused on student growth. It is also supported through a sound core curriculum with support from Instructional Specialists who are in classrooms daily.</p> <p>Another strength is the ability to offer staff time to meet to plan and train for consistency. This plan follows the assumptions that staff has made in terms of student and instructional need.</p>
Act	<p>Use PLC time to focus on best practices and strategy implementation (e.g., foundational literacy skills, text complexity, working with tutors, etc.). Develop a learning plan and schedule walk-throughs for PLC members to observe colleagues implementing best practices to support students struggling to meet literacy benchmarks. Use PLC time to share self-reflections, discuss observations, and provide feedback on implementation practices.</p>