

## TITLE I, PART A SCHOOLWIDE PLAN

<b>Name of District/Building: Deer Park School District Arcadia Elementary School</b>	<b>Date: October, 2020</b>
<b>Mission</b> We believe that if all students are receiving the support they need at their true level of mastery toward standards, are in classrooms daily receiving core instruction, are provided social & emotional learning and provided a supportive environment, then we will see growth toward proficiency. We know as a school 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 a year's worth of gain. We will strive to progress towards a model that has students in classrooms receiving core instruction, developing positive relationships, and provides staff clear data for support on a level that provides all students equal access to instruction. Through this focus, it will be evident that we will continue to decrease the achievement gap, and all students will continue progressing toward proficiency of standards.	<b>Vision</b> Arcadia Elementary is a grade 3-5 school committed to the success of all students with a focus of academic and behavioral growth. Our goal is to give students the support and encouragement to take responsibility for their learning and behavior everyday. We strive to be a trauma-invested school supporting all students and families.  As a building we expect our students to follow the school-wide expectations of being <b>Respectful, Responsible, Safe and Kind.</b>

## COMPONENT #1: NEEDS ASSESSMENT

### PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

<b>Plan</b>	<p><b>After reviewing data from iReady and SBA 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. We will put an emphasis on interventions 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 Eureka- needs to be taught with fidelity, and that teachers need continued professional development. Upon review of core instruction, we are creating a K-5 MTSS model for tiered intervention.</p>
<b>Study</b>	<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.</p> <p>We have created an Intervention block schedule where all students will be receiving intervention at the same time at each grade level.</p>

	<p>Priority will be placed on the use of curriculum and assessment with fidelity and professional development in an on-going prioritized fashion.</p> <p>As reviewed by our needs assessment, it was clear that many of our students were missing more than 18 days in a school year, which is 10%. Due to Covid-19, we are working hard to ensure attendance for "at-home" days as well as "in-school" days.</p> <p>After reviewing SWIS data, we realize we needed to bring students together monthly with a focus on Social Emotional Learning as well as academic performance.</p> <p>With the challenges of CoVid, we also need to be thoughtful about how we will address intervention with our online-only learners.</p> <p>The fact that the K-2 building is at an alternate site and has its own decision making process makes continuity difficult. We are continuing to strive towards a cohesive Title K-5 program.</p>
<b>Act</b>	<p><b>Goal #1 - Intervention for ELA and Mathematics: All students will make at least one year's academic gain in both areas during the school year. Those students performing below grade level will have intervention in place to make at least one year's gain or more. Those performing at or above grade level will continue to remain at proficient or higher levels on grade-level standards as indicated on the i-Ready and SBA assessments.</b></p> <p><b>Why? Our staff collectively committed to the importance of intervention for all kids at this level in both Math and Reading.</b></p> <p><b>Goal #2 - Attendance: Reduce the number of students with 10 or more absences (chronically absent) from 34% of the school-wide population to no more than 20% of the school-wide population for the 2020-21 school year.</b></p> <p><b>Why? When kids miss school, they miss out. Due to COVID-19, kids need to be in class to feel part of a community and understand the purpose of learning. Through collaboration and discussion 21st-century skills develop.</b></p> <p><b>Goal #3 - To stay committed to being a Trauma Invested School</b></p> <p><b>Why? Poverty and trauma go hand-in-hand. Currently, Arcadia has a free and reduced rate of approximately 58%. Therefore, in order to best serve those students, the staff needs to have the awareness, training and tools necessary to understand the population in which we serve.</b></p> <p><b>Goal #4 - To build a K-5 cohesive MTSS Process</b></p> <p><b>Why? Multi-Tiered System of Support (MTSS) is a comprehensive research-based framework used to provide targeted support for all learners. It is rooted in supporting the "whole child", whether an advanced or struggling learner, through academic, behavioral, social and emotional support. The MTSS framework uses universal screening data to develop appropriate student interventions. Additionally, data is analyzed at the school and district level to clarify system-wide shifts that will sustain student growth over time.</b></p>
<b>COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES</b>	
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES</b>	
<b>Plan</b>	<p>Through the use of the current core curriculum that is implemented with fidelity, we believe we will be reaching the entire student population. 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 align with the <u><a href="#">OSPI Menu of Best Practices and Strategies</a></u>.</p>

Our continued classroom breakfast program ensures all students receive breakfast daily and are ready to learn. Our yearly attendance system is working hard through our Covid reality and hybrid schedule. We will continue to make attendance a priority and follow the state guidelines.

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 participating in a comprehensive evaluation will create student growth goals for both intervention groups of students and individual students.

Use of the MTSS will help classroom teachers implement interventions and assessment that will help show student growth toward proficiency of standard.

The School wide Leadership Team chose to allocate Title 1 funds to support a full time certificated teacher to serve our kids.

We will allocate a teacher to serving students who qualify from our bottom up approach, but are online-only students.

We will implement an Afterschool Academic Support Program to help groups of students due to CoVid restrictions with their work on their off days.

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 engagement activities to support our school-wide goals.

Use of PBIS (Positive Behavior Intervention Supports) data will help students stay focused and in classrooms so little instructional time is lost. We will continue to develop our work around Trauma Informed Practices that assist staff to better understand how adverse childhood experiences can impact students while they are at school.

**Do**

Student Progress will be measured following out building assessment plan:

**Grade Level Testing:**

**3<sup>rd</sup> Grade:** Fluency Reading or Wonders Fluency - As Needed  
Eureka Math Mid and End of Module Assessment(Affirm)  
Wonders End of Unit Assessment Units 1- 6  
iReady Screening and Diagnostic

**4<sup>th</sup> Grade:** Fluency Reading or Wonders Fluency - As Needed  
iReady Screening and Diagnostic  
Eureka Math Mid and End of Module Assessment(Affirm)  
Wonders End of Unit Assessment – Units 1- 6

**5<sup>th</sup> Grade:** Fluency Reading or Wonders Fluency - As Needed  
iReady Screening and Diagnostic  
Eureka Math Mid and End of Module Assessment(Affirm)  
Wonders End of Unit Assessment- Units 1- 6

**Progress Monitoring:**

Progress monitoring will occur with the iReady Growth Monitoring Monthly or Wonders End of Unit Assessment. Curriculum Math Measures will be administered as needed.

For students not making gains, other measures will be used.

We will continue to collaborate with our partnering schools to increase student success district wide. We will look at our end of the year data (iReady, SBA) to determine new annual goals and to guide the work of our Professional Learning Communities.

<b>Study</b>	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 of growth for each student. We intend to do this through a Positive Behavior Intervention Supports system that focuses on behavioral expectations and attendance.
<b>Act</b>	We are focusing on creating positive interventions for students who have received more than 3 minors or 1 major referrals in a month. Our focus with these students will be to assign them an adult to meet with during the in class breakfast model, start a check in/out tracker system and/or explore a social group. Students will meet with these adults to set goals and receive support throughout the day.

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

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

<b>Plan</b>	<p>Students who are missing more than 5 days in a month will be identified and we will make contact with that family either by phone or in person. Once we have met, the parents or caregivers and I will develop a plan of support for that student if needed.</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>
<b>Do</b>	<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. We have created an adult breakfast program for those students receiving more than 3 minor or 1 major referral. We will be collecting data through the use of the SWIS program and will be looking for trends in behavior and student growth. This will be compiled and implemented by our Tier 2 Team.</p> <p>Through the support of the YFA counselor we will implement support systems for those students struggling.</p> <p>Our counselor will be in classrooms providing structured and approved SEL lessons.</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> <p>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. Conferencing: 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.</p> <p>Teaching Practices Mathematics:  Establish mathematics goals to focus learning. Implement tasks that promote reasoning and problem solving. Use and connect mathematical representations. Facilitate meaningful mathematical discourse. Pose purposeful questions. Build procedural fluency from conceptual understanding. Support productive struggle in learning mathematics. Elicit and use evidence of student thinking.</p>

Study	<p>We are confident by using this data and the implementation of interventions for behavior, we will continue to 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. Students then celebrate with the counselor or PBIS Coordinator at the end of the day. Progress is shared with parents.</p> <p>Data will be shared monthly with staff and the PBIS Team to begin to analyze for areas of concern and growth.</p>
Act	We are currently putting the "Do" section in action.

#### **COMPONENT #4: COORDINATION AND INTEGRATION**

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

Plan	<p>Title and LAP dollars along with district basic education money will be utilized to support this Schoolwide plan. LAP dollars will be used to pay people for the monthly meetings and for professional development, as well as, the afterschool program. Title dollars will be used to pay for support personnel, as well as intervention curriculum. Students will receive support based on assessment data collected, Those students identified will be placed in support programs based on the MTSS model of intervention.</p> <p>Strategies will be reviewed for effectiveness in relationship to our goals throughout the year.</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>• Support educators (classroom teachers, para-educators, volunteers, etc.) with our building model.</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> <ul style="list-style-type: none"> <li>• Improve ELA programs at the school and district level through English/Language Arts focused instruction leadership skills.</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>• 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 sound core curriculum. Another strength is the ability to offer staff time to meet so they can plan and train for consistency.</p>

Act	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.
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