



Washington Elementary

Composite School Plan
2018-2019

Principal Sandra Carmony

SCHOOL'S PURPOSE

MISSION

Learning First! Empowering every child to succeed.

VISION

Davis School District provides an environment where learning comes first. Students master essential learning skills, demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. Parents are invested in their student's education. Employees recognize the value of their individual contributions and commit to excellence. The community supports the educational process.

SCHOOL PURPOSE

The purpose of Washington Elementary is to promote the mission of learning first for all. To accomplish our purpose, we provide effective data driven instruction, foster a love of learning, spark creativity and curiosity, value the diversity and uniqueness of each individual and build responsible, participating citizens.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Washington Elementary is a Title 1 School located at 340 West 650 South in Bountiful, Utah on the south end of Davis County. Washington students come from three different geographic neighborhoods. In addition to our K-6 grade classrooms, Washington Elementary has two Learning Center classes for students in grades 2-6 and partners with the Family Enrichment Center to provide Head Start to pre-kindergarten students.

STUDENT BODY

Washington Elementary School has approximately 275 students grade K-6 with 48% of our students are a minority, 20% are English Language Learners, 49% come from Low Socio-Economic Families, 22% with Disabilities and a 22% mobility rate.

STAFF

Washington Elementary employs 67 staff members:

23 Highly Qualified Certified employees:

- 13 classroom teachers
- 2 curriculum specialists
- 6 special services
- 1.5 administrators

42 Highly Qualified Classified employees:

- 30 paraprofessionals
- 14 other support staff

SCHOOL CULTURE

Washington Elementary School is united in the pursuit of excellence while meeting the physical and emotional needs of our students. Washington has a diverse population which brings a cultural panache to the school community. Washington Elementary offers a Head Start program, Before/After School program, Extended Day Kindergarten, Choir, Drama Club and Robotics Club.

UNIQUE FEATURES & CHALLENGES

Washington's small enrollment promotes a close-knit learning environment; however, it makes it a challenge to staff two classrooms per grade level. Based on the District FTE formula for the 2018-2019 school year, we will have one large 6th grade classroom. We will use Title 1 funds to pay for additional teacher support for this classroom. We are also seeing an increase in the number of students and the severity of students who have health, mental health or have suffered significant adverse childhood experiences. This affects their attendance, ability to learn, interaction with peers and the climates of their classrooms. We are working with community partners to address these challenges.

ADDITIONAL INFORMATION

Community support is sought through contact with local business as well as church and service organizations.

Resources in the community include:

- Promise Bountiful- an organization created between the three Title 1 Schools in the south end of the district to provide services to the students and families of these schools.
- Weekly food pantry packs, Holiday Food vouchers, and a book pantry for summer school in conjunction with the Bountiful Food Pantry.
- Davis Behavioral Health classes.
- Costco supplies backpacks at the beginning of the year.
- Bountiful Rotary provides dictionaries for every third-grade student and Coats, Boots and Glove vouchers at Christmas.
- Salvation Army provides Angel Tree Christmas Help.
- Different religious organizations have provided: volunteers, clothing for students, teacher appreciation gifts and school supplies.
- Lion Club provides vision screening.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Promise Bountiful continues to grow and provide additional resources to the school. In addition to our Promise Bountiful director and Family Support Specialist, DBH provided a therapist in our school one day a week.

Continued focus on our technology plan-received a grant to purchase 14 additional laptops for our 4th grade classes making 4-6 grades 1:1.

Successful Family Outreach, Literacy and STEM nights were held at Washington Elementary during the 2017-2018 schoolyear.

Every 1-6 grade student participated in Coding classes. An after-school robotics club was started.

Hill Air Force Base Star Base Program for 6th Grade Students.

Ballet West “I Can Do Dance” program for 5th Grade Students.

Educational Minecraft for 4th Grade Students.

First Before School Choir for 3-6 Grade Students.

2nd Annual Drama Club and student generated script and play.

Over 50 weekly volunteers.

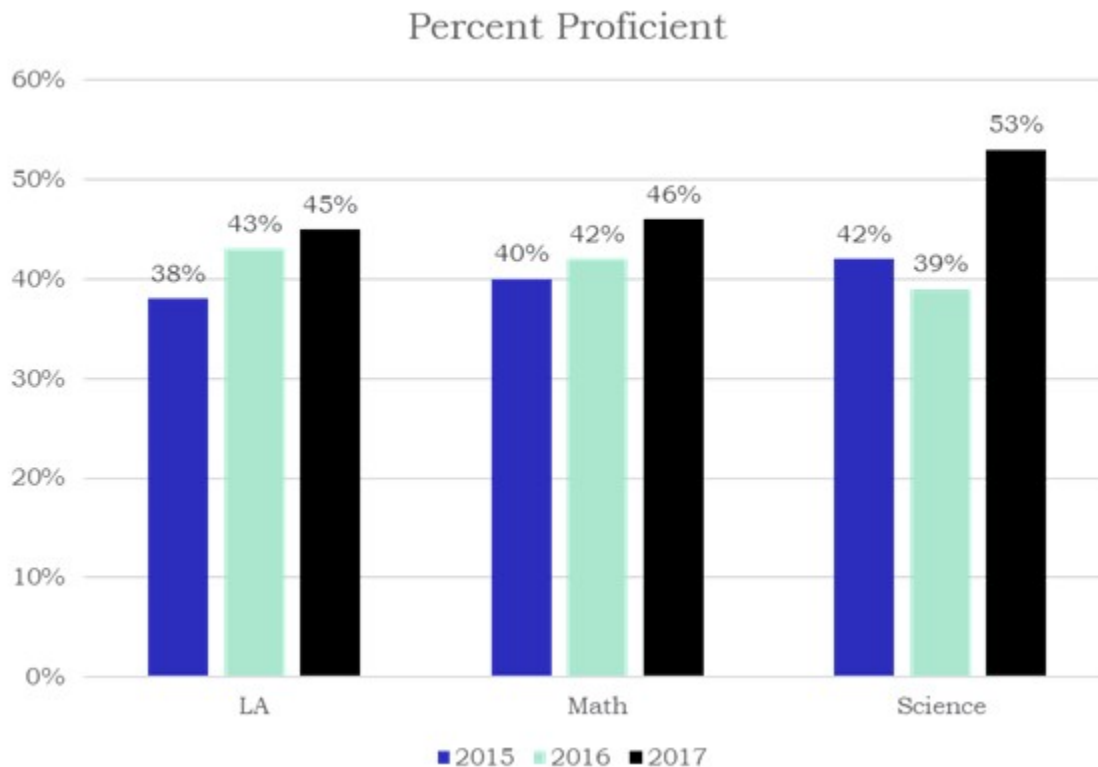
3-6 Grade Students used Story Maker Software to write and create animated videos.

5th and 6th Grade Battle of the Books teams tied for 3rd place at District Battle.

Updated Gym and New Stage

AREAS OF RECENT IMPROVEMENT

SAGE Assessments from 2015-2017



Increased in our State Growth Score from 162 in 2016 to 223 in 2017.

Increase school grade from “C” to a “B” for the 2017 School Year.

AREAS OF NEEDED IMPROVEMENT

Increase our ranking for Language Arts as compared to similar schools from a 48 MGP with a 13th ranking out of 20 schools.

Increase the Parent Involvement to be representative of our diverse population.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2016-2017) SCHOOL IMPROVEMENT PLAN

Goal #1:

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 65% in 2016 to 70% in 2017 (5% increase or approximately 9 students.)

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments: Washington Elementary did not meet our goal. Due to the large number of students who move in and out of our school boundaries, Washington Elementary had only 51% of K-3 grade students at benchmark at the beginning of the year. At MOY DIBELS we had 58% of our students at benchmark for a growth of 7%. We would have needed to make a 19% gain to meet our goal as written. Below is a graph showing that we consistently increase the number of students at benchmark from our beginning of year testing.



Goal #2:

Reduce the percentage of students who are chronically absent (10% or more days with unexcused absences) from 8% to 6% (2% reduction or approximately 7 students.)

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Washington went from 19 chronically absent student in 2015-2016 to 28 chronically absent students in 2016-2017. We continue to track students who are chronically absent, set goals with students and work with parents to improve attendance. We participated in the United Way Impact & Improvement Network and found no correlation to interventions improving attendance.

Goal #3:

Teachers will inform instruction based on student feedback including feedback from students as they have opportunities to monitor and reflect upon their own progress (C.4).

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Improvement was made as we went from 1.97 in this area in 2015 to 2.38 in 2017.

Goal #4:

Students at Washington Elementary struggle with place value and performing arithmetic operations. We will increase our proficiency 3-6 grades in math on SAGE as measured by schools with like demographics.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments: In 2016 Washington Elementary 3-6 grade students scored 41.3% proficient with a 52 MGP ranked 11th out of 20 schools.

In 2017 Washington Elementary 3-6 grade students scored 46.5% proficient with a 55 MGP ranked 8th out of 20 schools.

CURRENT YEAR PROGRESS REPORT

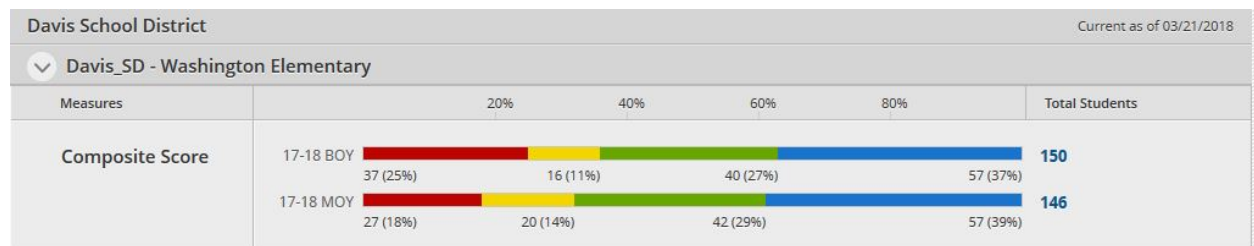
REPORT PROGRESS ON CURRENT YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

Goal #1 (Student Achievement):

Increase the percentage of K-3 students scoring at or above the DIBELS beginning of year composite benchmark by 5% by middle of year and 8% at the end of year.

- Progressing according to plan
- Not progressing according to plan

Comments: Washington went from 64% at the BOY to 68% at MOY as shown in graph below.



Goal #2 (College, Career, and Community Readiness):

Increase the MGP science ranking compared to similar schools. 2016 ranking was 17th of 20 schools with a 35.5 MGP.

- Progressing according to plan
- Not progressing according to plan

Comments:

In 2017 4-6 grade students at Washington Elementary Scored 54.9% proficient with a MGP of 57 ranked 2nd out of 20 schools.

Goal #3 (Quality Staffing):

The average rating of “evident” (or higher) ratings related to “Learners have opportunities to monitor and reflect upon their own progress” will increase from 2.3 to over 2.75

Progressing according to plan

Not progressing according to plan

Comments:

As of 1-18-18 the Evaluate Davis Data was 1.88

Goal #4:

Increase our MGP Mathematics ranking as compared to similar schools. Our 2016 ranking was 11th of 20 schools with a 52 MGP

Progressing according to plan

Not progressing according to plan

Comments:

2017 Data showed Washington Elementary with 46.5% proficient with a MGP of 55 and ranked 8th out of 20 schools.

LAND TRUST FUNDING PROJECTIONS

CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2017-2018	\$27,137.00
B - Estimated total spending during 2017-2018.....	\$18,200.00
C - Expected carryover from 2017-2018 to 2018-2019.....	\$8,937.00
D - Projected new funding for 2018-2019	\$27,032.00
E - Total projected funding for 2018-2019	\$35,969.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1: 60% of 1-3 grade students will show “typical (or higher) progress on DIBELS pathways to progress on end of year DIBELS.

District Goal Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

DIBELS Pathways of Progress scores

Action Plan:

K-3 grades will administer DIBELS NEXT to all students three times a year. Students scoring red will be progressed monitored weekly, students scoring yellow will be progressed monitored twice a month and all other students will be monitored monthly. Teachers will conduct the Davis School District Language Arts Drill Down on Students scoring red or yellow on the beginning of the DIBELS Benchmark.

A school wide schedule will give grades 3-6 one half hour of Language Arts Intervention/Enrichment with Title 1 Tutor support. Grades 1-2 will receive one hour of Language Arts with Title 1 tutor support.

Grade levels will receive ESL support, SEM support and resource support during this time to create larger blocks of Tier 1 teaching time for all students.

Kindergarten will receive support from Our Extended Day program where identified students are invited to participate in 40 minutes small intervention groups four days a week.

Grade Level teams will meet weekly in DCT's to address essential standards, common assessments, enrichment and interventions.

Early Steps, Next Steps and Higher Steps from the University of Utah Reading Clinic will be used as an intervention strategy.

Additional 2 Trust Land Tutor for 12 hours a week for reading support.

Five hour a week volunteer coordinator will assist in providing reading support.

Will LAND Trust funds be used to support the implementation of this goal?

Yes (*complete the budget sections below*)

No (*skip the budget section below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$14,500	Tutor Support/Reading coordinator

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$14,500	

GOAL #2: Diverse Learning/Enrichment Opportunities. The number of students who participate in our Robotic Coding Challenge will increase from 12 students to 50 students.

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|--------------------------------------|--|--|
| <input type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

Student participate in our Robotics Challenge at our Annual STEM Night.

Action Plan:

Every student will have the opportunity to participate in one hour of coding every week in a smaller than usual class setting. A STEM tutor will be hired to reduce the class size and work in conjunction with the PREP Computer Lab Manager in providing an hour of coding to every 1-6 grade student.

In addition, students will have an opportunity to utilize the Maker Space as directed by teacher and Before/After School personnel to participate in Maker Space and STEM activities daily.

Increase the number of students participating in the Robotics club from 12 students to 24 students.

Purchase additional robotic equipment for the Coding Class.

Increase the number of devices available to all students in the building.

Will LAND Trust funds be used to support the implementation of this goal?

Yes (*complete the budget sections below*)

No (*skip the budget section below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Students develop collaborative, critical thinking and problem solving skills which can be applied to all academic areas.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$6000	STEM Tutor
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$5000	2 carts, maker space materials and robotic equipment
Equipment	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Total	\$	\$11000	

GOAL #3: Increase our MGP Mathematics ranking as compared to similar schools. 2017 ranking was 8th with 46.5% proficient and a 55 MGP.

District Goal Area:

- | | |
|---|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input checked="" type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

3-6 Grade SAGE scores

Action Plan:

Washington Elementary will participate in the CMI (Comprehensive Mathematical Instruction) program offered in conjunction with the District Curriculum team and BYU.

Washington Elementary will create a Mathematical Leadership Team that attends the following trainings and provides the following trainings to the Washington Elementary Faculty.

Teachers will participate in a Lesson Study as well as completing homework.

Principal will participate in DCT for administrators of CMI schools.

	Leadership Team	Faculty
Foundations 6 Session	<p>BYU Training: 2 days in Spring</p> <p>Plan for 2 hours prior to facilitating each of the 6 sessions</p> <p>Facilitate 6 two-hour sessions</p>	Attend 6 two-hour sessions in Spring or Summer; can be done in 3 half-days
Year One 16 sessions Twice a Month	<p>BYU Training: 3 days in August; 2 days during school year</p> <p>Plan for 2 hours prior to facilitating each of the 16 sessions</p> <p>Facilitate 16 two-hour sessions</p> <p>Attend lesson study with all grades (7 half-days)</p>	<p>Attend 16 two-hour sessions</p> <p>Lesson Study with team; 1 half day in Spring</p>
Year Two 18 sessions Twice a month	<p>BYU training: 3 days in summer; 4 days during the school year</p> <p>Plan for 2 hour prior to facilitating each of the 18 sessions</p> <p>Attend 2 lesson studies with all grades (14 half-days)</p>	<p>Attend 18 two-hour sessions</p> <p>Lesson Study 2 times with team; 2 half-days</p>

School will hire an academic tracker that will track students who are at risk so that they can be at school and benefit from the strategies teachers learn from this professional development.

Will LAND Trust funds be used to support the implementation of this goal?

Yes (complete the budget sections below)

No (*skip the budget section below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

This professional development will change the way teachers teach math and make mathematical instruction more effective and increase student growth.

If students are not at school, they will not benefit from the effective teaching strategies learned in the professional development.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$2500	Academic tracker
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$2500	

GOAL #4: 3-6 Literacy Goal

Increase our MGP Literacy ranking as compared to similar schools. 2017 rank was 13th out of 20 schools with a 48 MGP.

District Goal Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

3-6 SAGE Language Arts Scores

Action Plan:

Teachers will conduct the Davis School District Language Arts Drill Down on Students scoring red or yellow on the beginning of the DIBELS Benchmark.

A school wide schedule will give grades 3-6 one half hour of Language Arts Intervention/Enrichment with Title 1 Tutor support.

Grade levels will receive ESL support, SEM support and resource support during this time to create larger blocks of Tier 1 teaching time for all students.

Grade Level teams will meet weekly to address essential standards, common assessments, enrichment, and interventions.

Early Steps, Next Steps and Higher Steps from the University of Utah Reading Clinic with a focus on targeted needs will be used as an intervention strategy.

Additional Trust Land Tutor for 12 hours a week for reading and writing support.

Will LAND Trust funds be used to support the implementation of this goal?

Yes (*complete the budget sections below*)

No (*skip the budget section below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$6000	1 Tutor
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$2000	Battle of the Books
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$8000	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

F - Projected new funding for 2018-2019..... \$27,032.00

G - Total projected funding for 2018-2019.....\$35,932.00

H - Total planned expenditures for 2018-2019.....\$35,932.00

I - Planned carryover into 2019-2020..... \$0

J - Is planned carryover more than 10% of projected new funds?

Yes

No

PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was "No")*

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Technology in the form of devices, programs, and equipment. Additional Tutor support.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

Letters to policy makers

School newsletter

Labels to identify LAND Trust purchases

School website

School assembly

School marquee

Other (please explain):

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April 13, 2018

Number who approved: 11

Number who did not approve: 0

Number who were absent or abstained: 0

ADDITIONAL ITEMS REQUIRED FOR TITLE I SCHOOLS

1. COMPREHENSIVE NEEDS ASSESSMENT

See “Needs Analysis” section above.

2. SCHOOLWIDE REFORM STRATEGIES

Which of the following schoolwide reform strategies are in use at the school?

- Professional Learning Communities/Davis Collaborative Teams
- Mastery Connect
- University of Utah Reading Clinic
- Collaborative Coaching
- Other (please explain) CMI professional development

Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school will provide this information to Federal Programs by October 1st.

4. PROFESSIONAL DEVELOPMENT PLAN

See “District Goal #3 (Quality Staffing)” section above.

5. RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED TEACHERS

Districtwide practices for recruiting and retaining highly qualified teachers include the following:

- Hire early in the year when more candidates are available.
- Offer high quality professional development opportunities.
- Provide for smaller classes in title I schools.
- Offer additional technology in title I schools.

Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:

6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.
- Meetings are held at different times during the day to enable all parents to be involved.
- Programs and activities are scheduled throughout the year to involve parents and guardians.

Additional schoolwide practices for parental involvement include the following:

7. TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL AND FROM ELEMENTARY SCHOOL TO JR. HIGH SCHOOL

Districtwide practices for transition include the following:

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.
- Letters are sent to the homes of preschool children.
- Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.
- School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.
- Principal visits Head Start and Title I Preschools during the year to meet the students.
- Parents and preschoolers are invited to a kindergarten round-up.
- Parents and preschoolers are provided materials to prepare for kindergarten.

- Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.

Additional schoolwide practices for transition include the following:

We offer 1 Jump Into Learning Evening in June, July & August for incoming kindergarten students and their parents. This allows students to meet with their teacher and work in their kindergarten room, while their parents meet with the ELA coordinator and learn strategies to read with their children.

We also offer an Learn More About Extended Day Evening in September for parents and students who qualify to participate in our Extended Day Program.

8. DECISIONS REGARDING THE USE OF ASSESSMENTS

Districtwide assessment practices include the following:

- DIBELS
- McGraw-Hill assessments
- Grade level assessments
- State assessments
 - SAGE
 - DLM
 - WIDA
- District assessments
 - Kindergarten Readiness Inventory
 - Kindergarten Inventory of Skills
 - 1st and 2nd Grade Language Arts CRTs
 - 1st and 2nd Grade Math CRTs
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.

Additional schoolwide practices for assessment include the following:

9. STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING ACHIEVEMENT STANDARDS

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.
- During collaborative team meetings, teachers review data to identify how students are performing.
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.
- Low performing students receive additional instruction from their teacher.
- Low performing students work with tutors in addition to the instruction they receive from their teacher.
- Low performing students receive additional time and instruction through technology and instructional aides.
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.
- Teachers discuss progress of their students and make adjustments to the interventions students receive.
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.

Additional schoolwide practices for helping struggling students include the following:

10. COORDINATION OF BUDGETS

The school will provide this information to Federal Programs by October 1.