

Title I, Part A Schoolwide Plan Template
Purpose and Directions

TITLE I, PART A SCHOOLWIDE PLAN	
Name of District/Building: Selah SD/ John Campbell Primary	Date: Sept. 29, 2017
Mission Ensure High Levels of Learning for All Students	Vision Cultivating Life-long Learners
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	<p>Our goal at John Campbell Primary is to decrease the achievement gap in reading and math between our students of low-income and students of non-low income by 50%, by June 2018.</p> <p>Key stakeholders in the planning process:</p> <ul style="list-style-type: none"> ○ Dr. Rob Darling, Principal; Assistant principals: Tami Turner, Stephanie Andler, Amanda Scribner ○ Melissa Singletary, EL teacher/Instructional coach ○ Stacey Beasley, bilingual interventionist ○ Jeanne Borman and Andrea Gibb, Reading Intervention Teachers (LAP) ○ Carrie Wane, Math intervention Teacher (Title I) ○ Susan Petterson, Director, State and Federal programs, Early Learning Center Director/Principal ○ Jennifer Kindle, Executive Director, Teaching and Learning ○ Lisa Cleem, teacher/building learning coordinator ○ Teachers: Lisa Maher, Alison Maybee, Suzan Kelley, Kristen Ballew ○ Parents participating in School/Parent Compact and JCP Equity Committee: Ashley Mayner, Lisa and Barry Pilkinton, Pedro Ramirez, Michelle Southards, Bekka, Ashley Cleverly, Brandy Schutz, Sherra Covey, Monica Lamas, Erin Darling, Casey Dahl, <p>Academic and non-academic data: (to be completed still) # of students: 838; 52% male, 48% female, 27.5% Hispanic, 68.8% Caucasian; 50% Free/Reduced, 7.6% Special Education</p> <p>Staffing Certificated: 16 Kindergarten, 16 first grade, 15 second grade classroom teachers, 2 special education, 2 reading intervention teachers, bilingual interventionist, math interventionist, PE, Art, Music, Technology, Library, Social-Emotional Learning, 2 full-time counselors, .4 Dean of Students, .6 Instructional coach, EL teacher</p>

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Levels of achievement

K Reading Sept. Benchmark: 9% at/above in Sept. 2017, 51% Intervention, 40% Early Emergent (based on STAR360)

- Low-Income: 4% at/above
- Non low-income: 13% at/above
- Hispanic: 4% at/above
- SpEd (3 students): 0% at/above, student in Intervention, 2 students in Early Emergent

K Math (then separate by Free/Red., Hispanic, SpEd)

1st Sept. math benchmark: 32% At/above (based on District-created assessment)

- Low-Income: 21% at/above
- Non low-income: 42% at/above
- Hispanic: 22% at/above
- SpEd (22 students): 14% ab/above

1st Early Lit: 52% at/above, 15% on watch, 18% intervention, 14% urgent intervention (STAR360 data)

- Low-Income: 28% at/above
- Non low-income: 50% at/above
- Hispanic: 31% at/above
- SpEd (21 students): 24% ab/above

2nd Math: 40% at/above (level 3 or 4), 32% level 2, 28% level 1 (STAR360)

- Low-Income: 30% at/above
- Non low-income: 52% at/above
- Hispanic: 25% at/above
- SpEd (22 students): 18% ab/above

2 Reading: 39% at/above (level 3 or 4), 29% level 2, 32% level 1 (STAR360)

- Low-Income: 26% at/above
- Non low-income: 56% at/above
- Hispanic: 19% at/above
- SpEd (19 students): 26% at/above

Behavior: To be Updated

Attendance: At November, 2017: 65% of Students have 95% or higher attendance. Our goal is 80%.

Best practices at JCP

Family Involvement

- At JCP, we have a growing, active PTO which supports providing parent room volunteers, runs after school events for parents and students, fundraises for field trips, runs recess activities, provided a

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book lending library for families, etc.

- EL Parent Advisory Committee organizes two after-school events a year, celebrating and educating about the Hispanic culture.

- We have a bilingual Family Engagement Coordinator whose role includes: Assesses family and student needs for the purpose of developing an action plan to remove barriers to a child's success in school, assists parents in a variety of arenas (e.g. health, nutrition, living skills, budgeting, job skills, goal setting, etc.) for the purpose of developing an action plan to remove barriers to a child's success in school and supporting the family in basic life skills. They coordinate weekly meetings involving department/individuals (e.g. Special Services, building administrators, counselors, etc.) for the purpose of synchronizing services to students and families district wide, meets with parents at school or in children's homes for the purpose of enrolling students in program, interviewing parents, discussing attendance, informing parents/students of school and/or community resources and providing child development and parenting information. They participate in workshops, meetings, community events, etc., for the purpose of maintaining skills, receiving and/or conveying and presenting information, as well as complying with district, state, and federal requirements. They refer students and their families to outside agencies (e.g. state agencies, medical professionals, mental health professionals, foundations, charities, etc.) for the purpose of ensuring the needs of students and families are met in order to maximize their educational experience. They report suspected incidents to appropriate parties (e.g. physical, sexual and/or substance abuse, contagious diseases, etc.) for the purpose of maintaining students personal health and safety and adhering to Education Code, district and/or school policies. They serve as a liaison between students, families and service agencies, while working collaboratively with Selah School District personnel, for the purpose of working to improve communications between all parties.

- We have quarterly Parent Literacy and/or Math events, which include students from local universities, school teachers and interventionists, and community partners, such as public library personnel. These nights include stations for games, guidance for parents on school curriculum, books and math materials for parents and students to bring home.

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Professional Learning Communities

In Selah, PLCs are “CSL”, Collaboration for Student Learning; This includes a district-wide commitment for 1-hour late start every Monday so teachers can work in teams, analyze weekly data for the purpose of focusing on student learning, teacher impact on students, and collective teacher efficacy. The collaborative time established for teachers will enhance all three district improvement goals including system of support for teachers and increasing student achievement annually in literacy and mathematics. Our CSL time is focused on CCSS “priority standards” and addressed DuFour’s 4 questions through the use of a data protocol.

After-School Academic Intervention Programs (Students in LAP and/or EL services)

- At JCP, extended day learning opportunities will be offered after-school in 1-2 sessions. Targeted students will be invited to participate in small group literacy, math and/or language proficiency groups. There will also be a STEAM focus to help with student engagement and motivation.
- Another focus of after-school academic intervention will be through home-school connections which we will reinforce through Viking University (parent education about academics) and ARC’s 100 book/step challenge to increase at-home reading. Since families play an important role in the academic development of their children, we will seek to equip them with skills and resources to better address needs. The ARC bilingual library supports the at-home literacy access for all JCP students.

Dual Language

In 2015, JCP began implementation of a 50/50 dual language model in Kindergarten. Each year the program has expanded a grade level. Currently, there are 4 DL classes in each grade level at JCP, which equated to 198-200 students (or ¼ of JCP student population) in a dual language classroom. This program is designed to increase the academic ability of Hispanic/Latino students, completely closing their academic gap between Spanish and English by 5th grade. An underlying benefit of the program is that all students in the program will become bilingual/biliterate by 5th grade.

PBIS

JCP is in its 7th year of implementation as a PBIS primary school. The

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building PBIS Committee attends professional development/training at the ESD (Educational Service District) and other state and national conferences and has put in place a system of support for students. Their goal is to continue to work with building staff and Parent Teacher Organization to support and encourage a positive climate/ culture for all students, aligning our school beliefs with the district's K-12 focus: Viking PRIDE (Positive, Respectful, In control, Dependable, Engaged). Our behavior monitoring system includes Tier I, II and III proactive events, as well as interventions, referral tracking system, and bi-monthly data analysis and action planning meetings. This committee includes admin, teachers, and parents.

Analyze and Evaluate: core instruction, tiered support model, data-based decision making, school climate and systems support, implementation of best practices.

Core instruction at JCP includes: American Reading Company for literacy (Spanish and English), Eureka Math, and science kits. 1st and 2nd grade have a daily 90-minute reading block (Except for Dual Language, which runs 75 minute blocks), daily 75 minute math blocks, and daily 30 minute intervention/enrichment time. with the exception of Mondays where the day is shortened by 1 hour due to late start. Kindergarten has a 90-minute literacy block, which is the only difference from the other grade levels. For SEL, every teacher will utilize the Sanford Harmony program. This include class meetings, community building, as well as targeted lessons to address SEL issues.

Tiered Support Model: Our Tier II and Tier III LAP and Title I intervention programs consist of two reading intervention teachers, one bilingual reading intervention teacher, a math intervention teacher, and 8 paraprofessionals and one WA Reading Corp employee. Aside from in-school interventions, Tier II and III interventions will include: an after-school literacy program for all EL and LAP students run by certificated teachers, reading intervention teachers, and WA Reading Corp employee; a master schedule that includes a daily 30-minutes intervention/enrichment block; a double dose of interventions built into the master schedule; adopting and implementing with fidelity the American Reading Company and accompanying IRLA assessment and reading intervention curriculum. Our Students with IEPS are served with a resource room teacher or self-contained teacher. The resource room teacher provides academic, behavioral, and social-emotional support through a push-in model, working with the classroom teachers, as well as a pull-out model for second

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and third doses of interventions. The self-contained classroom students are highly impacted cognitively and require one on one or two on one support when they push in to gened classrooms. During 30 minutes of the 90 minute reading clock reading intervention teachers and their paraprofessionals push-in to support Tier II students. Teachers (including reading intervention teachers) work with Tier III teachers during this 90 minutes, and reading intervention teachers will pull Tier III students for 2nd and 3rd doses of intervention during the day as well. Math intervention is a targeted assistance model, focused primarily on kindergarten to begin the school year, or 1st and 2nd grade students working at the kindergarten level. This is also a push-in model during core, with double doses done during the 30-minute intervention time. Math intervention program also receives support from four specialist teachers, Tues. through Fri., for 35 minutes each day.

PBIS: Our PBIS and VIKING PRIDE behavior monitoring system includes Tier I, II and III proactive events, as well as interventions, referral tracking system, and bi-monthly data analysis and action planning meetings. This committee includes admin, teachers, and parents.

Student Transition:

- We host a Pre-K information night, in Spanish and English. This provides an overview of K at JCP, as well as gives parents information regarding transportation, nutrition services, school medical staff, superintendent and Teaching and Learning.
- We also coordinate with Selah Intermediate School to provide a parent information night for 2nd grade parents and students who will be transitioning their the following year. Staff members for the Pre-K, JCP, and SIS schools meet to discuss student placement, academic and behavioral concerns, prior to the end of the school year in preparation for the following year.

Determine How Progress Will Be Measured

Benchmark Assessments: They are given 4 times a year (Sept., Nov., Feb., and May.)

- **Reading:** Benchmark assessment: STAR READING for 2nd grade, STAR Early Literacy and STAR Reading for 1st grade (must do 3 assessments of both), STAR Early Literacy for K (unless students is over 750, then they also take Star Reading benchmark assessment. WaKIDS for kindergarten will be used 3 times a year.

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	<ul style="list-style-type: none"> ● Math: Grades 1 and 2 will use quarterly STAR Math benchmark assessment. With Kinder we use district-developed Math Benchmarks (as aligned with WaKIDS). ● Behavior: We collect information with Refocus forms (minor referrals) and Make It Right forms (major referrals). At Kinder, we also look at WaKIDS. They are tracked by classroom teachers, PRIDE Room paras, the Dean of Students and/or AP(s), and PBIS committee at bi-monthly. ● Attendance: Monthly class attendance is tracked by teachers and the assistant principal. ● Dual Language (Oral language proficiency) and EL students: In the fall, the IPT is given in both English and Spanish to all kinder students who may be EL to determine language dominance which drives their literacy language placement in dual language. It is also given to all dual language students at the end of 1st grade. <p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● Literacy is measured by IRLA (Independent Reading Level Assessment) from American Reading Company at least every 14 days with every student; CSL weekly data using common formative assessments developed by teachers. The same is done in Spanish using the ENIL, the Spanish equivalent, for students receiving literacy instruction in Spanish. ● Math is progress monitored by Eureka module assessments and/or teacher-developed weekly common formative assessments. ● Behavior: Weekly collection of data from Make it Right and Refocus forms, as collected through Google Forms. Tracked by classroom teacher, PRIDE Room paras, Dean of students, and PBIS committee bi-monthly . ● Attendance: daily/weekly student attendance tracker sheets; Tier I tracked by teacher and assistant principal and counselors for Tier II and Tier III. ● Dual Language (Oral language proficiency) and EL students: Language skills are monitored using GLAD’s ELD group frame strategy and the ELP or ALD language rubrics to determine proficiency level and identify next steps.
Do	<p style="text-align: center;"><i>Develop the Plan with Goals and Objectives in S.M.A.R.T. Goal Format</i></p> <p style="text-align: center;">Our goal at John Campbell Primary is to decrease the achievement gap in</p>

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reading and math between our student of low-income and students of non-low income by 50%, by June 2018.

Increasing Teacher Efficacy in Reading and Math to close academic gap of students of poverty:

- Every 10 school days, every classroom teacher at JCP will have a 30-40 minute feedback visit from admin, focused on Success Criteria and if students are using SC in their goal setting and/or using teacher feedback.
- Every 10 school days, the Admin team will provide teachers with immediate feedback using the same feedback form. Admin team will meet every Friday 8:30am-9am to analyze data, track visits and feedback, and create an action plan for supporting struggling teachers.
- Every two weeks, JCP administrators will provide professional development at staff meeting targeted on one or all of the following; high-impact teaching strategies proven to decrease the effects of poverty on academic achievement, relationship building among staff and students; increasing teacher capacity with social-emotional learning.
- The admin team will use 10-day feedback visits data to identify and target Tier II and Tier III classroom teachers. The team will create an monthly plan of action to support these teachers with instructional coaches, scheduling peer observations and reflection time with instructional coach, or increased admin presence in classroom. Each coach will be assigned two Tier III classrooms each month. Each Administrator will monitor one Tier II classroom a month.

Decreasing student behavior referrals to close the achievement gap of students of poverty:

- We will decrease student major referrals by 35% from the same month the previous year, as measured by 2016-17 major referrals and 2017-18+ Make It Right referrals. This plan will involve using Tier II classroom interventions, Tier II and III PRIDE room interventions (Fresh Start program, Zones of Regulation, etc), support in behavior groups from school counselors, middle school student mentors and middle school PRIDE patrol. This will include providing PBIS and Viking PRIDE training for teachers, paras, and middle school mentors. It will also include classroom walkthrough doing PBIS and PRIDE inventory data gathering. This will also include using our Social-Emotional Learning Specialist to provide targeted Tier I lessons and interventions. Ongoing PD will be necessary for SEL specialists as this position is new 2017-18 at JCP.

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	<p>Increasing student attendance to close the achievement gap of students of poverty: → John Campbell primary will have 80% of all students with 95% or higher attendance. We will achieve this by increasing parent awareness through information dissemination, publicly posting daily school attendance, having students track their daily attendance, teachers tracking weekly attendance, school-wide recognitions for classroom attendance, having teachers make contact with parents after a student misses two days in one calendar month, and having school administrators making phone or in-person contact with Tier II and Tier III attendance students.</p> <p>How we want to do this:</p> <ul style="list-style-type: none"> ● Use our Learning Assistance Program (LAP) and Title I teachers for Tier II and Tier III reading and math intervention; ● Use a Multi-Tiered System of Supports framework to support Behavioral, LAP and Title I intervention programs. This MTSS system will include academic, behavior and attendance intervention teams and meeting once or twice monthly to look at Tier II and Tier III data. ● Specialized learning instruction for our EL students; i.e., 50/50 Dual Language program K through 2. ● Social-Emotional learning through implementing and supporting the Harmony Program; ● Increasing staffing to provide a SEL specialist for students; ● Continue PBIS school-wide, remaining focused on our district’s Viking PRIDE framework ● Increase teacher instructional efficacy through frequent and timely feedback from school administrators ● Improve student ability to be assessment-ready learners ● Increase teacher relationship-building skills with students ● Train staff on high-impact teaching strategies for working with students from poverty and building relationships ● Provide enrichment opportunities for students identified as highly capable and training for teachers from Kay Smith, district highly capable director, on classroom strategies for working with students who are highly capable.
Study	<p style="text-align: center;"><i>What are the Strengths of the current school program?</i></p> <ul style="list-style-type: none"> ● JCP has a master schedule that identifies when teachers will provide their 90-minute reading block and 75-min math block. This makes it easier for LAP/Title I/SpEd to plan and push-in to classrooms to provide Tier II and Tier III interventions.

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	<ul style="list-style-type: none"> ● Adopted a balanced literacy curriculum, common core aligned, that allows teachers to be reading experts, rather than deliverers of content. ● Social-Emotional learning curriculum is being used school wide, and is supported by a 45-minute SEL specialists. ● As 99% of our EL students are Hispanic, and 99% of those students are in our dual language program, we are providing ELs with the most effective bilingual program possible, as identified by OSPI. ● PBIS is a strength at JCP ● PLCs and their collaborative efforts continue to get stronger and stronger each year. Each Monday teams are looking at data and using the common formative data to guide instruction and interventions for that week. <p style="text-align: center;"><i>What are the Areas of Growth of the current school program?</i></p> <ul style="list-style-type: none"> ● As a staff, becoming more proficient in analyzing and using both big and small data. We do a good job of arguing or justifying the data, and need to focus more on next steps including enrichment and remediation. ● Admin. team needs to continue making feedback visits a priority, spending at least 30 minutes in each visit. ● Our reading scores are too low, and there's a noticeable gap between low income and non. low income. ● Our math scores are too low and there's a noticeable gap between low income and non. low income. ● Need to not lose our focus on our 2nd year of new math curriculum implementation. <p>Was the plan implemented as intended? What modifications did you make to the plan along the way? **To be completed June 2017</p>
Act	<p style="text-align: center;"><i>What Adjustments/Modifications Should Be Made?</i></p> <p style="text-align: center;"><i>How Can We Improve the Effectiveness of Our Program?</i></p> <p>Twice a month, school administration will provide professional development focused on high-impact strategies for teaching students of poverty, relationship building, and/or PBIS. Once a month teachers will set a bite-size goal for implementing one of the strategies they're learning, and have a peer accountability partner to check in with them weekly on progress towards that goal. Each month we will check in during staff meeting, as well as during observations and feedback visits.</p>

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We will create a school-wide MTSS process focusing on Academics, Attendance, and Behavior. The Academics/Attendance team will meet for 30-minutes, every 1st and 4th Monday to look at Tier II students, every 3rd Monday for Tier III. This meeting will utilize the most current progress monitoring data, provided by the IRLA, STAR360, ARC Power Goals, CSL data, etc. The Behavior Team will meet once every two weeks to look at Make-it-Right and Refocus data (school major and minor referrals), PRIDE room data, and data regarding locations of referrals during recess. Each month we will look for increases in student achievement, impact of interventions, and identify relations between success (or lack of student growth) and staff members implementing the interventions.

To provide more reading opportunities for students of poverty who have limited exposure to literature at home, the Parent-Teacher Organization will stock and run a Student Lending Library for students to borrow and swap books of all levels, English and Spanish.

Building administration has established a year-long classroom feedback process. This entails every classroom teacher, specialist, and Special Education teacher having either a principal or assistant principal in their classroom once every ten days, for a 30-40 minutes. The purpose of this visit is to provide feedback to the teachers on instructional practice, implementation of PBIS and Viking PRIDE, and to highlight positives. Administration is collecting data on if and how the teacher is using learning targets and success criteria during instruction and if students are able to articulate and use the SC as well in goal setting and self-assessing. Teachers are also given feedback on this data. Every Friday at 8:30am the building admin team will meet to look at the data, identify growth and areas of concern, and create a plan, jointly with building instructional coaches, on next steps for supporting high-concern teachers. Action plans will be created based on data, providing extra support, coordinating targeted PD, extra support from instructional coaches, scheduling peer observations, etc.

Meet monthly with EL teacher, bilingual interventionist to look at benchmark or progress monitoring data for students in K-2 dual language classrooms. Native language data will be used in K and 1 to determine student trajectory and interventions, and both languages for 2nd grade students to receive interventions in both languages. Interventions will be used using the IRLA/ENIL assessment program and the ARC toolkits.

We need expert feedback on implementation and next steps for growth in the Dual language program and how we're serving students in our EL program. This can be asking for an internal inventory from District-level administrators, or hiring a DL consultant.

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	<p>We need to design a more comprehensive Pre-K to Kinder transition process. This may even include academic and SEL preparation for students turning 5 during the year leading up to K, such as a Promise K program being utilized in Bellingham or West Valley (Yakima).</p> <p>We need to move from parent involvement at school to parent engagement in student learning at school.</p> <p>We need to continue the work of our P-4 Action Team to monitor best practices for transitions to schools.</p> <p>Student Behavior and SEL: Use our 45-minute SEL specialist to target areas of growth for specific grade levels and/or classrooms; have teachers use SEL curriculum for Tier I SEL and behavior concerns/instruction.</p>
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COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan	<p><i>How does the plan support the most at-risk students in the school?</i></p> <ul style="list-style-type: none"> ● We have tiers of academic and social-emotional interventions to meet the needs of all students. Students most at risk are identified through our MTSS team with a compilation of data that is analyzed by key stakeholders. <p><i>What strategies and programs will we use to help at-risk students remain or get back on track?</i></p> <ul style="list-style-type: none"> ● Getting to know students as readers using the IRLA (assessment and diagnostic program aligned with our new reading curriculum) ● Utilizing our Reading Intervention teachers ● Push-in support during core instruction ● Double Dose intervention ● PLC Data Process ● MTSS (Academics, Behavior, Attendance) ● Fresh Start (behavioral goal setting and check-in/check-out program) ● Counseling groups ● PRIDE Room Interventions (Tier III behavior program) ● Harmony Program (SEL curriculum) ● Kelso’s Choice (SEL and executive functioning curriculum provided by school counselors) ● Classroom push-in support ● PBIS weekly and monthly awards ● Project-based learning opportunities in science ● Along with an SEL specialists, students also have a variety of specialists they see for 45 minutes: PE, Music, Art, Technology, and Library
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	<p><i>What is the school doing to help students in danger of dropping out or falling behind on mastery of a key skill?</i></p> <ul style="list-style-type: none"> ● Using PLCs (CSL) to track student academic achievement every Monday ● Monitoring attendance daily, weekly and monthly ● Standards based grading, which includes a process for students to take as much time as they need to complete critical tasks, which focuses on student learning rather than a completion date. ● Social emotional focus with interventions in small groups when needed ● Analyzing data systematically (both Tier II and Tier III data) in our monthly or bi-monthly scheduled MTSS teams for academics, attendance, and behavior ● Planning regular and fluid interventions based on data for students that include academic and social supports.
Do	<p>Reading: Provide teachers and appropriate paraprofessionals with continued, targeted training on implementation of reading curriculum, as well as reading intervention and diagnostic strategies. During the first year of implementation, we will bring in trainers from the ARC 10 times during the first 6 months of the school year, as well as once for 7 hours during a teacher inservice work day in Oct. 2017. Utilize district literacy facilitator, building instructional coaches, and reading intervention teachers to provide after-school targeted training for staff, pushing into classrooms for modeling or peer-observations, using admin feedback data to identify at-risk classrooms for double dose of instructional support. Provide every classroom teacher with GLAD training, monthly after-school make-and-takes, and continued classroom support from in-building GLAD coaches, and ESD GLAD trainers and lab.</p> <p>Math: Utilize district math facilitator and math intervention teacher to inventory classrooms for signs of fidelity with implementation, provide teachers with Year 2 applicable training for next steps and support. Provide cross-content strategies to integrate math, reading, and writing. Weekly data analysis to monitor teacher efficacy and student impact.</p> <p>Social-Emotional Learning: Monitor teacher implementation of Harmony program. Provide quarterly SEL training for staff, from counselor, PBIS coordinator, administrator, Harmony Program Ambassador, or other as needed/available.</p>
Study	<p>Areas to study:</p> <ul style="list-style-type: none"> ● Parent satisfaction of kindergarten transition and enrollment process ● Student academic growth in reading and math ● Achievement gap for low-income and non low-income students ● Identify how we're serving students identified as highly capable; through classroom differentiation as well as other ways; ● Meet monthly to analyze effectiveness of Tier II and Tier III academic

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	<p>intervention programs, student attendance programs, and school behavior/PBIS efficacy based on Make It Right referrals.</p> <ul style="list-style-type: none"> ● Identify, based on Benchmark data, teachers impact on student growth to determine if there's a correlation between their CSL team, their work with instructional coaches and/or mentoring, and triangulate feedback data to determine if these teachers are receiving different feedback during the course of this year, indicating they are attempting to implement administrator feedback. ● Monitor building WIG and grade level Gutsy Goals for increase, and action plans that are founded in best practice ● Assess instructional minutes allocated for Tier I instruction to determine if improvements can be made to the master schedule.
Act	<p>What adjustments/modifications should be made?</p> <p>How can we improve the effectiveness of our program?</p> <p>We need to obtain parent input on what they feel is needed for Pre-K to K transitions; Visit other K programs in the valley to understand their Kindergarten input/transition system</p>
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	<p>We will create and utilize a school-wide MTSS process focusing on Academics, Attendance, and Behavior. The Academics/Attendance team will meet for 30-minutes, every 1st and 4th Monday to look at Tier II students, every 3rd Monday for Tier III. This meeting will utilize the most current progress monitoring data, provided by the IRLA, STAR360, ARC Power Goals, CSL data, etc. The Behavior Team will meet once every two weeks to look at Make-it-Right and Refocus data (school major and minor referrals), PRIDE room data, and data regarding locations of referrals during recess. Each month we will look for increases in student achievement, impact of interventions, and identify relations between success (or lack of student growth) and staff members implementing the interventions.</p> <p>The master schedule allocates 90 minutes of Core reading, which includes 30 minutes of intervention time. There are 75 minutes allocated for math, along with a 30-minute intervention block. LAP and Title I programs will push in during the core blocks to support Tier I and Tier II, then provide double and triple doses during the 30 minute GoTime blocks. LAP and Title I teachers and paraprofessionals will only work with Tier II and Tier III students, our most at-risk students. The program will complete bi-monthly and monthly progress monitoring, using that data and Tier I common formative assessments core teachers will use each Monday during PLC work to make sure Tier II and III making adequate gains and not falling further behind. These interventions will focus on the Selah School District's ELA and Math priority standards. This plan for these at-risk students includes SEL support through SEL</p>

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	specialist and a core SEL curriculum, the Sanford Harmony Program; tiered behavioral support when necessary.
Do	Provide professional development for teachers and paras in the LAP and Title I programs on implementing and using core curriculum and intervention programs, Selah SD reading progression, and best practice with reading and math interventions. Teachers will receive bi-monthly training specific to their content and intervention programs, and will weekly provide training to the paraprofessionals. This training will cover the core curriculum, as well as targeting specific students identified during CSL on Monday mornings.
Study	<p>Survey teachers mid-year on how much contact time they have with students to determine areas of improvement in master schedule. Use the data to guide master schedule committee work for the following school year.</p> <p>Monthly and bi-monthly monitoring of Tier II and Tier III student groups to identify: areas of noticeable student growth, areas of stagnant growth. We will use this system to analyze attendance and behavioral intervention data as well.</p>
Act	<p>Survey teachers mid-year on how much contact time they have with students to determine areas of improvement in master schedule. Use the data to guide master schedule committee work for the following school year.</p> <p>Monthly and bi-monthly monitoring of Tier II and Tier III student groups to identify: areas of noticeable student growth, areas of stagnant growth, and identify which teachers/paras are working with those groups to provide more support or modeling. We will use this protocol for attendance and behavioral intervention data as well.</p>

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Plan	We are using LAP and Title I funding to pay for staffing, certificated and classified. These employees are being used to only serve our Tier II and Tier III students in reading (LAP) and math (Title I). These employees comprise our Tier II and Tier III intervention program for the whole school, English and Spanish speaking. Combined with other funding sources, we are able to create a targeted intervention program that pushes in to provide the first dose of interventions, as well as pulls out Tier II and Tier III students for 2nd and 3rd doses of intervention. By requiring certificated classroom teachers to cover the second recess, this provides an extra 2 hours of daily intervention time for paraprofessionals working in LAP and Title I. This is how we'll be able to provide 2nd and 3rd doses during every school day.
Do	We are using program funding to pay for additional staffing, certificated and classified, as well as extended learning opportunities. Additional staff are

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	being used to serve our Tier II and Tier III students in reading and math Title I. These employees comprise our Tier II and Tier III intervention program for the whole school, English and Spanish speaking. Combined with other funding sources, we are able to create a targeted intervention program that pushes in to provide the first dose of interventions, as well as pulls out Tier II and Tier III students for 2nd and 3rd doses of intervention.
Study	Through the MTSS process, SIS teachers and administrators will monitor and evaluate the effectiveness of interventions, as well as follow up and support implementation of professional development and strategies consistent with the Menu of Best Practice in ELA and Math. The team also monitors attendance patterns and interfering student behaviors to allocate supports when needed.
Act	JCP is committed to ongoing evaluation of our core instructional program and interventions. Parent feedback is solicited during fall and spring conferences, during planned family events throughout the year, and annual Title I parent meeting and ongoing communication is provided regarding the school and its programs.

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education and Local Levy	\$5,149,840	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needs.</p> <p>Use of funds to support Intents/ Purposes: Basic education and Levy funds are combined to support the activities listed above as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include classroom teachers, classified staff, instructional materials, supplies, equipment, technology, professional development, substitutes, extended learning opportunities and parent involvement. BEA Funding includes certificated and classified staffing with benefits and building budget allocation (including funds for Common Core and MSOC). Levy Funding includes staffing with benefits and building allocation.</p>
Title I, Part A	\$118,633	<p>Intents/Purposes: To help students who are at greatest risk of not meeting state standards in math & reading as needed, K -2</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to regular school day educational support programs, additional in-class assistance, small group pull out when needed to reinforce grade</p>

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		level specific state standards in reading and math, targeted professional development for instructional staff to raise their level of effectiveness as educators, parental involvement activities, transition activities and supplemental materials.
LAP	\$284,656	Intents/Purposes: To help students who are at greatest risk of not meeting state standards in literacy. Use of funds to support Intents/Purposes: Funds are combined to support pre-literacy, pre-numeracy and academic readiness, reading skills and disruptive behavior support. Intervention for students performing below grade level expectations includes but is not limited to additional in-class assistance, individual or small group tutoring, and other strategies identifies in the Menu of Best Practices.
LAP High Poverty	\$177,150	Intents/Purposes: To help students who are at greatest risk of not meeting state standards in reading and math. Use of funds to support Intents/Purposes: Funds are combined to support literacy, numeracy, and academic readiness skills, including but not limited to increased instructional support for students, targeted professional development for instructional staff in language acquisition strategies, academic content and other identified areas, family engagement, extended day programs and su,,et school.
Total	\$5,730,279	