

TITLE I, PART A SCHOOLWIDE PLAN

Name of District/Building: Selah Middle School

Date: 2017-2018

Mission

Cultivating life-long learning

Vision

Ensure high levels of learning for all students

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan

Collect and Review Academic and Non-Academic Data:

- Total student population 822 students
- 420 students that receive free and reduced lunch which is 51% of the student body.
- 258 Hispanic students which is 31% of the student body.
- 118 students who receive specially designed instruction which makes up 14% of our student body.

Levels of Achievement

6th Grade Math Baseline- We have 265 students in 6th grade at SMS.

All- 34% of our students are at/above proficiency

Hispanic- 18% of our students are at/above proficiency

SWD- 3% of our students are at/above proficiency

Low income- 20% of our students are at/above proficiency

Non low income- 49% of our students are at/above proficiency

6th Grade Reading Baseline- We have 265 students in 6th grade at SMS.

All- 47% of our students are at/above proficiency

Hispanic- 32% of our students are at/above proficiency

SWD- 5% of our students are at/above proficiency

Low income- 33% of our students are at/above proficiency

Non low income- 63% of our students are at/above proficiency

7th Grade Math Baseline- We have 271 students in 7th grade at SMS.

All- 31% of our students are at/above proficiency

Hispanic- 16% of our students are at/above proficiency

SWD- 4% of our students are at/above proficiency

Low income- 17% of our students are at/above proficiency

Non low income- 47% of our students are at/above proficiency

7th Grade Reading Baseline- We have 271 students in 7th grade at SMS.

All- 47% of our students are at/above proficiency

Hispanic- 11% of our students are at/above proficiency

SWD- 14% of our students are at/above proficiency

Low income- 32% of our students are at/above proficiency

Non low income- 64% of our students are at/above proficiency

8th Grade Math Baseline- We have 286 students in 8th grade at SMS.

All- 30% of our students are at/above proficiency

Hispanic- 0% of our students are at/above proficiency

SWD- 0% of our students are at/above proficiency

Low income- 13% of our students are at/above proficiency

Non low income- 47% of our students are at/above proficiency

8th Grade Reading Baseline- We have 286 students in 8th grade at SMS.

All- 50% of our students are at/above proficiency

Hispanic- 0% of our students are at/above proficiency

SWD- 21% of our students are at/above proficiency

Low income- 33% of our students are at/above proficiency

Non low income- 67% of our students are at/above proficiency

Behavioral Data

81 students have received at least one Make it Right during the first semester

Hispanic- 13 students or 16%

Low income 51 students or 63%

Non low income 30 students or 37%

SWD- 19 students or 23%

Attendance Data

Baseline data was done at the end of the first quarter of the 2017-2018 school year.

68% of all students were at Tier I

Hispanic- 67% at Tier I

Low income- 47% at Tier I

Non low-income 53% at Tier I

SWD- 60% at Tier I

Perceptual Data

- 75% of students report that they feel connected to at least one adult at school (PBIS student survey).
- According to the most current CEE Perceptual data (spring 2017), there is a 35% gap in certificated teachers reporting they are willing to work at change, however their colleagues are not.
- According to the most current CEE Perceptual data (spring 2017), there is a 19% gap in certificated teachers reporting they are willing to be held accountable for student learning.

SMS has 46 certificated staff members and 17 classified staff members.

Best Practices

Family Involvement

AT SMS, we have hired a Family Engagement Specialist: Job 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. Coordinates 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. Participates 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. Refers 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. Reports 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. Serves 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. Organizing family nights in order to engage families in the school community.

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. SMS also restructured our daily schedule in order to allow teachers increased time to collaborate. This allows our 'CSL' work to occur within the school day as

well as during our 1 hour late start Mondays. 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 addresses DuFour’s 4 questions through the use of a data protocol.

Learning Center

This is an after school opportunity for students to attend and get extra support from both certified and classified employees. Students can opt in or some have been assigned by their classroom teachers. Learning is not optional at SMS so an after school program has been developed for some students who are choosing to opt out during the school day.

PBIS

SMS is in its 3rd year of implementation as a PBIS school. The 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 and teachers.

Strategies

- Year one of MTSS implementation. Focus is on establishing and implementing clear and consistent high leverage instructional strategies in each classroom, developing systematic Tier II behavioral interventions, as well as using data to develop attendance success plans.
- Co-Teaching and full inclusion in all ELA classrooms.
- CoLoSo (Content, Language, and Social objectives) in order to establish clarity of instruction, relevance to our students as well as clear success criteria.
- Changed school schedule to allow for 72 minute blocks in all core classes
- Year 3 of PBIS implementation (continue to strengthen Tier I while implementing building wide systems at Tier II).

- GLAD training for all ELA Teachers currently and moving toward all staff eventually.
- All core teachers will implement differentiation strategies to ensure ALL students demonstrate knowledge of priority standards.
- Targeted/Fluid interventions
- BLC (Building Learning Coordinator)/Instructional Coach.
- Parent information nights
- Team attended the Poverty Institute put on by Eric Jenson and were trained on strategies to Engage Students with Poverty in Mind.
- ELA teachers are being given PD around Unit Planning
- Team attended a Sound Grading Practices to support the building shift to standards based grading.

Analyze and Evaluate

- Weekly admin walkthroughs to collect evidence on CoLoSo as well as relevance, clarity of instruction and success criteria (What are you learning, why are you learning it, how do you know if you've learned it).
- Building wide progress monitoring (Quarterly benchmark assessments using STAR 360).
- Behavioral data is analyzed weekly by PBIS Tier II team

Determine How Progress Will Be Measured

Benchmark Assessments: 4 times a year, Sept. Nov. Feb. May.

Reading: Benchmark assessment: STAR READING for all students.

Math: Benchmark assessment: STAR MATH for all students.

Behavior: Refocus forms (minor referrals) and Make It Right forms (major referrals) tracked by assistant principals, PRIDE Room paras and MTSS committee monthly.

Attendance: Monthly class attendance tracker program as tracked by teachers and assistant principal.

Progress Monitoring:

Literacy: CSL teams use data from common formative assessments developed by teachers as well as STAR 360 benchmark results.

Math: CSL teams use data from common formative assessments developed by teachers as well as STAR 360 benchmark results.

	<p>Behavior: Weekly collection of data from Make it Right and Refocus forms, as collected through Google Forms. Tracked by classroom teacher, PRIDE Room paras, Asst. Principals, and MTSS committee monthly.</p> <p>Attendance: daily/weekly student attendance tracker sheets; Tier I tracked by teacher and assistant principal and counselors for Tier II and Tier III.</p>
Do	<p>Selah Middle School will close the achievement gap by 50% percent by June, 2018 in reading and math for our students low-income and non-low income.</p> <ul style="list-style-type: none"> - Each week building administrators will collect evidence on CoLoSo implementation as well as relevance, clarity of instruction and student understanding of success criteria. Building administrators meet weekly and review data collected from the walkthroughs. Principal then meets with district leaders and reports progress in order to receive feedback. - By the end of first semester all ELA teachers will be GLAD trained. - Team attended the Poverty Institute put on by Eric Jensen and were trained on strategies to Engage Students with Poverty in Mind. - ELA teachers are being given PD around Unit Planning - Team attended a Sound Grading Practices to support the building shift to standards based grading. - 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. - Host a parent night to inform parents on Standards Based Grading on September 26, 2017.
Study	<p>One major strength is a district wide focus on closing the achievement gap for students of poverty. This consistency allowed targeted professional development in the area of Teaching and Engaging Students with Poverty in Mind.</p> <p>Data is analyzed during weekly check meetings were building administrators assess Tier I implementation around clarity of instruction.</p>

	<p>Monthly MTSS meetings occur in order to analyze data and evaluate program effectiveness in the areas of academic, attendance and behavior. These meetings focus on Tier II and III interventions.</p> <p>One major challenge is to ensure staff implements instructional strategies with fidelity on a regular basis. Finding efficient ways to assess implementation will also be a challenge.</p>
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Act	<p>What Adjustments/Modifications Should Be Made?</p> <p>How Can We Improve the Effectiveness of Our Program?</p> <p>We will create a school-wide MTSS process focusing on Academics, Attendance, and Behavior. Grade level teams will meet during Collaboration Time every four to six weeks to review STAR data and make intervention/extension placement decisions.</p> <p>A building MTSS team will meet monthly to review attendance and behavior systems.</p> <p>We need to move from parent involvement at school to parent engagement in student learning at school.</p>
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COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan	<p>How does the plan support the most at-risk students in the school?</p> <ul style="list-style-type: none"> • We are developing tiers of academic and social-emotional interventions to meet the needs of all students. Students most at risk are identified through classroom based assessments, STAR reading and math benchmark data, refocus and Make it Right data. - Academic information is taken to our teacher teams during Grade Level Collaboration Time. - A Tier II behavior team meets once a week to develop plans for students. - Building administration, counselors, Family Engagement Specialist and teacher teams meet with counselors twice a month to develop more intensive behavior and academic supports for students most at risk. This process is titled SAP Student Assistance Protocol.
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	<p>What strategies and programs will we use to help at-risk students remain or get back on track?</p> <ul style="list-style-type: none"> • Getting to know students as readers using classroom based assessments and STAR results • Utilizing our most qualified ELA teachers to provide literacy interventions • Push-in support during core instruction (Co-Teach model for ELA) • CSL Data Process • MTSS (Academics, Behavior, Attendance) • PRIDE Room Interventions • PBIS weekly, monthly and term awards <p>What is the school doing to help students in danger of dropping out or falling behind on mastery of a key skill?</p> <ul style="list-style-type: none"> • Using CSL to track student academic achievement every Monday morning during late arrival as well as during content plan time throughout the week. • 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. • 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>Selah Middle School will close the achievement gap by 50% percent by June, 2018 in reading and math for our students low-income and non-low income.</p> <p>The following systems were either strengthened or changed based on the research and work of the MTSS team for the 2017-2018 school year.</p> <ul style="list-style-type: none"> - Standards Based Grading was implemented with a focus on three literacy standards (speaking and listening, reading and writing). - Co-Teach model implemented in ELA allowed full inclusion for all students. - Daily schedule change increased instructional minutes in all core classes from 50 minutes to 72 minutes. - Skill based Intervention/Extension with emphasis on literacy standards. - Daily schedule change allows 46 minutes of professional development for core teachers every day. - Monthly walkthroughs allow staff to learn and apply strategies they learn from their peers. - All ELA teachers were GLAD Trained during the First Semester

	<ul style="list-style-type: none"> - ELA teachers were trained on Unit Planning - Co-Teach model was implemented in order for all students to have grade level learning opportunities.
Study	<p>Areas to study:</p> <ul style="list-style-type: none"> ● 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 intervention programs, student attendance programs, and school behavior/PBIS efficacy based on Make It Right referrals. ● 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 (Wildly Important Goal).
Act	<p>What adjustments/modifications should be made?</p> <p>How can we improve the effectiveness of our program?</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.</p> <p>Academics planning will occur following benchmark assessments during Grade Level Collaboration Time. Each meeting 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. Meetings will also focus on developing appropriate interventions based on the needs of our students as well as placing students based on the data.</p> <p>Behavior:</p> <ul style="list-style-type: none"> - Weekly Tier II behavior team meets once a week to develop plans for students. - Building administration, counselors, Family Engagement Specialist and teacher teams meet with counselors twice a month to develop more

	<p>intensive behavior and academic supports for students most at risk. This process is titled SAP Student Assistance Protocol.</p> <p>Other changes for the 2017-2018 School Year</p> <ul style="list-style-type: none"> - Standards Based Grading was implemented with a focus on three literacy standards (speaking and listening, reading and writing). - Co-Teach model implemented in ELA allowed full inclusion for all students. - Bell schedule change increased instructional minutes in all core classes from 50 minutes to 72 minutes. - Skill based Intervention/Extension with emphasis on literacy standards. - Bell schedule change allows 45 minutes of professional development for core teachers every day. - Monthly walkthroughs allow staff to learn and apply strategies they learn from their peers. - All ELA teachers were GLAD Trained during the First Semester - ELA teachers were trained on Unit Planning - Co-Teach model was implemented in order for all students to have grade level learning opportunities.
Do	Provide professional development for teachers and paras on best practice instructional strategies and best practice with reading and math interventions. Teachers will receive training specific to their content and intervention programs. This training will cover the core curriculum, as well as targeting specific students identified during CSL on Monday mornings.
Study	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.
Act	Click or tap here to enter text.
COMPONENT #4: COORDINATION AND INTEGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
Plan	SMS plans to utilize all available resources to enhance staff supports, provide professional development in best practices and ensure resources are available to reduce the achievement gap for our under performing and at risk students in reading and math.
Do	We are using program funding to pay for additional staffing, certificated and classified, as well as extended learning opportunities and professional development. Additional staff increases our capacity to intervene for Tier II and Tier III students in reading and math. Combined with other funding sources, we are able to schedule a consistent block to provide additional

	supports to students falling behind. Flexible student participation in the intervention block ensures timely help in areas identified for need.
Study	Through the MTSS process, SMS 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 Menus of Best Practice in ELA and Math. The team also monitors attendance patterns and interfering student behaviors to allocate supports when needed.
Act	SMS 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	\$3,446,915	<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	\$103,929	<p>Intents/Purposes: To help students who are at greatest risk of not meeting state standards in math & reading as needed, grades 6-8</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 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.</p>

LAP High Poverty	\$174,952	<p>Intents/Purposes: To help students who are at greatest risk of not meeting state standards in reading and math.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support ELA, Math 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, targeted professional development for instructional staff in language acquisition strategies, supplemental materials and supplies to support core academic content and other identified areas, family engagement, and extended day programs</p>
Total	\$3,725,796	