

ENTIAT SCHOOLS SCHOOL IMPROVEMENT PLAN/TITLE I, PART A SCHOOLWIDE PLAN

Entiat School District		7/27/18																				
Mission To provide all students with the necessary knowledge, skills, and attitudes that culminates in Career, College and Community Readiness.		Vision <ol style="list-style-type: none">All students will successfully complete every course and grade level and will demonstrate proficiency on local, state, and national assessments.We will eliminate the gaps in student achievement that are connected to race, socioeconomic status and gender by developing and implementing an effective model for reading assessment in the district that is consistent and more precise as to allow for earlier intervention. This promotes increased learning for all members of the school community.We will provide all students with the social experiences that support them in becoming responsible, productive citizens.																				
COMPONENT #1: NEEDS ASSESSMENT																						
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN																						
Plan	<p>The Leadership Team: Superintendent, Principal as well as teacher leaders from Primary, Intermediate, Middle School and High School Rtl Team: Principal, Sped Teacher, Bilingual Director, Reading Specialist, LAP Interventionist.</p> <p>The teams review data and formulate a plan of action based on the three identified goals contained in our vision.</p> <p>The Rtl team met to review data and interventions: August 24, 2017, Oct. 25, 2017 and Feb. 26, 2018, April 18, 2018, June 12, 2018.</p>																					
Do	<p>The Rtl meets prior to the start of school and reviews iReady Data, SBA, DIBELS (K-2) and ELPA 21 data as well as schedules for classes, para and the Reading Specialist to determine what changes should be made to 2018-19 interventions by August 24, 2018.</p> <p>Elementary staff meets to review Rtl recommendations and analyze other data (demographic, discipline, attendance, family involvement, atmosphere, WA Kids) and creates a list of strengths and needs of the support programs by September 21, 2018.</p> <p>Enrollment: 326 Free and Reduced: 64%</p> <table><tr><td>Ethnicity:</td><td>Hispanic</td><td>120</td><td>37%</td></tr><tr><td></td><td>Asian</td><td>6</td><td>2.5%</td></tr><tr><td></td><td>Native Hawaiian</td><td>1</td><td>0.3%</td></tr><tr><td></td><td>White</td><td>187</td><td>57.4%</td></tr><tr><td></td><td>Two or more Races</td><td>6</td><td>1.8%</td></tr></table>		Ethnicity:	Hispanic	120	37%		Asian	6	2.5%		Native Hawaiian	1	0.3%		White	187	57.4%		Two or more Races	6	1.8%
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	DIBELS % Benchmark Proficiency Growth			
	Kinder	1%		
	Grade 1	19%		
	Grade 2	10%		
	ELPA 21- Spring 2018			
	Kinder	Level 1- 1	Level 2-4	Level 3
	Grade 1	Level 1- 0	Level 2- 1	Level 3- 1
	Grade 2	Level 1- 2	Level 2- 4	Level 3-0
	Grade 3	Level 1- 1	Level 2- 4	Level 3- 0
	Grade 4	Level 1- 0	Level 2- 2	Level 3- 0
	Grade 5	Level 1- 0	Level 2- 2	Level 3- 0
	Grade 6	Level 1- 0	Level 2- 3	Level 3- 1
	Grade 7	Level 1- 1	Level 2- 2	Level 3- 1
	Grade 8	Level 1- 0	Level 2- 3	Level 3- 0
	Grade 9	Level 1- 1	Level 2- 2	Level 3- 0
	Grade 10	Level 1- 2	Level 2- 0	Level 3- 0
	Grade 11	Level 1- 0	Level 2- 0	Level 3- 1
	Grade 12	Level 1- 0	Level 2- 0	Level 3- 0
	iReady Math- Fall 2018 % on or above level			
	Grade 1	88%		
	Grade 2	69%		
	Grade 3	84%		
	Grade 4	77%		
	Grade 5	76%		
	Grade 6	38%		
	Grade 7	17%		
	Grade 8	25%		
	Grade 9	48%		
	Grade 10	36%		
	SBA- Spring 2018			
		ELA	Math	Science
	Grade 3	27.2%	30.2%	
	Grade 4	45.4%	45.4%	
	Grade 5	60.7%	34.6%	65.1%
	Grade 6	38%	28.5%	
	Grade 7	52%	26%	
	Grade 8	52.1%	45.7%	60.8%
	Grade 10	60%	40%	
	Grade 11			49.9%
Study	The Leadership Team and RTI analyze recommendations along with the best practice menu from OSPI to identify the interventions to be used in 2018-19. This plan is shared for feedback.			

	The plan is outlined in detail in component 2 and 3 and mirrors the SIP for the Entiat School District.
Act	The intervention plan will be presented to the entire district staff and feedback collected. By July 1, 2019, the RtI team will evaluate the 2018-19 program by reviewing 2018-19 data and make recommendations for 2019-20.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	<p>Purpose: The purpose of our schoolwide strategies is to provide support along with intervention opportunities for all of our students so that they have the necessary knowledge, skills and attitudes to be College, Career and Community ready.</p> <p>Outcome: All students will demonstrate academic growth with literacy skills in the ELA classroom, measured by Rapid, unit assessments, and SBA results.</p> <p>Outcome: All students will demonstrate academic growth with math skills in the Math classroom, measured by I-Ready, unit assessments, and SBA results.</p> <p>Success Criteria: All students who did not meet or struggled to meet standard on the SBA will receive support beyond the core classroom instruction. Students performing in the bottom quartile will receive support focused on pre-teaching and re-teaching key skills, vocabulary and content. Students receiving academic and ELL support will demonstrate gap closing (more than a year's growth) academic growth in ELA and Math as measured by Rapid or I-Ready, unit assessments, and the SBA.</p> <p>Best Practices: Leadership Team, RtI Team and Administration will review and implement strategies from OSPI's Menu for Best Practices.</p> <ul style="list-style-type: none"> • ELA: PLC's, Tutoring by an Adult, Double Dosing, and Literacy Coaching • Math: PLC's, Tutoring by an Adult, Double Dosing and Instructional Coaching
Do	<p>1. At the K-2 level, all students will receive core instruction in LA. The students identified by the RtI team will then receive double dosing from the Title 1 Reading specialist, the ELL program or Special Ed. This will be coordinated so that students qualifying in multiple programs will not receive duplicate service. Students will make gains through the daily use of Lexia, core instruction in the Journeys curriculum, and targeted time during Walk to Read intervention time. RtI teams will monitor student progress and adjust the intensity of individual student programs every 6-8 weeks throughout the school year. Fall benchmark- 29% of students are proficient in L-S skills. By spring, at least 44% will demonstrate grade level skills.</p> <p>2. At the K-2 level, all students will receive core instruction in math. By June 2019, 75% of students will move up one level of proficiency based on the I-ready assessment. Students will make these gains through explicit instruction and practice in the Ready Math curriculum and I-Ready supplemental program. RtI teams will monitor student progress and adjust the intensity of individual student programs every 6-8 weeks throughout the school year, tracking data from the iReady weekly/unit assessments and the iReady curriculum; daily work; and iReady benchmark assessment data.</p> <p>3. At the K-2 level, identified students struggling to meet standardized testing levels will be invited to an afterschool program led by the LAP Interventionist to work on deficiencies using both the Lexia (reading) and I-Ready (math) platforms. The LAP Interventionist will also incorporate SBA stems for practice as well.</p>

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At the Grade 3-5 level, all students will receive core instruction LA. The students identified by the RtI Team will then receive double dosing from the Title 1 Reading specialist, the ELL program or Special Ed. This will be coordinated so that students qualifying in multiple programs will not receive duplicate service. By June 2019, students in grade 3-5 will make a gain of at least 15% proficiency in Reading Comprehension as measured by RAPID benchmark assessments.

Students will make these gains through the use of Lexia Core-5, the RACE model, Comprehension task cards and shared classroom resources during the Walk to Read learning block. RtI teams will monitor student progress and adjust the intensity of individual student programs every 6-8 weeks throughout the school year. Fall benchmark 20% of students are proficient in L-S skills. By spring, at least 35% will demonstrate grade level skills.

5.

At the Grade 3-5 level, all students will receive core instruction in math. The students identified by the RtI team will then receive double dosing from the LAP Interventionist, the ELL program or Special Ed. This will be coordinated so that students qualifying in multiple programs will not receive duplicate service. By May 2019, nearly all 3-5 grade level students will increase one rubric level in the area of math fluency. We will measure the increase in student achievement using a rubric that defines levels 1,2,3 and 4 for fluency and accuracy. Students will make these gains through daily fluency practice and iReady math practice. Teachers will monitor attainment toward this goal by monthly fluency checks in class. According to SBA, NWEA Maps and the iReady benchmark assessment, less than 50% of the third, fourth and fifth grade students are at grade level for multiplication fact fluency. RtI teams will also monitor student progress and adjust the intensity of individual student programs every 6-8 weeks throughout the school year.

6.

At the Grade 6-8 level, all students will receive core instruction in LA. The students identified by the RtI team will then receive double dosing from the Title 1 Reading specialist, the ELL program or Special Ed. This will be coordinated so that students qualifying in multiple programs will not receive duplicate service. By May 2019, middle school students will increase proficiency by at least 10% on vocabulary in all classes as measured by formative assessments in each subject area and on RAPID benchmark assessments. On the Fall RAPID benchmark- 44% of 6th graders, 60% of 7th graders and 41% of 8th graders were at proficiency in the area of vocabulary. Teachers will utilize opportunities in their subject areas to use and practice subject area vocabulary. Lexia and other resources will be used by the middle school ELA teacher to give practice opportunities.

7.

At the Grade 6-8 level, all students will receive core instruction in math. The students identified by the RtI team will then receive double dosing from the LAP Interventionist, the ELL program or Special Ed. This will be coordinated so that students qualifying in multiple programs will not receive duplicate service. By June 2019, there will be a 10% increase of students on grade level in numbers and operations to solve real-world problems, based on iReady assessments. Teachers will recognize an opportunity in their own subject areas to talk about a real world problem that needs numbers and operations to solve. iReady, Ready Math and other math resources will be used by the middle school math teacher to assign and practice problems and activities that will give students practice using numbers and operations. All teachers will use problem solving techniques to encourage perseverance in working through problems of any sort. Tier 3 intervention period for some struggling learners. RtI teams will also monitor student progress and adjust the intensity of individual student programs every 6-8 weeks throughout the school year.

8.

At the Grade 9-12 level, all students will receive core instruction in LA. The students identified by the RtI team will then receive double dosing from the Title 1 Reading specialist, the ELL program or Special Ed. This will be coordinated so that students qualifying in multiple programs will not receive duplicate service. By June 2019, the number of 10th graders meeting the graduation cut score on the spring SBAC English Language Arts test will increase by 10% over last year's results as measured by the score reports we receive in late spring. The areas fo focus include summarizing, following directions, developing and using academic vocabulary, using active reading strategies and skimming for information after thorough reading of text.

	<p>Explicit instruction in summarizing, following directions, developing and using academic vocabulary, using active reading strategies, and skimming for information after thorough reading of text. Use of Power Up as a supplemental program to address skill holes and differentiate based on learner need. Tier 3 intervention period for some struggling learners. Rtl teams will also monitor student progress and adjust the intensity fo individual student programs every 6-8 weeks throughout the school year.</p> <p>9. At the Grade 9-12 level, all students will receive core instruction in math. The students identified by the Rtl team will then receive double dosing from the LAP Interventionist, the ELL program or Special Ed. This will be coordinated so that students qualifying in multiple programs will not receive duplicate service. By June 2019, 20% of the 9th and 10th grade students will move at least one grade level by focusing on algebraic and geometric thinking skills as measured by iReady assessments. Daily instruction focused on problem solving activities; interpret, understand and effectively use graphs, charts and data tables; and student discourse. Increase opportunities to practice basic math skills and numbers and operations sense using iReady for struggling students. Rtl teams will also monitor student progress and adjust the intensity of individual student programs every 6-8 weeks throughout the school year.</p> <p>10. At the 6-12 level, identified students struggling to meet standardized testing levels and having struggles in class will have the opportunity to meet and work with teachers Monday-Thursday from 3:15-3:45 PM each day. All extra-curricular practices will not start until 4:00 PM enabling students to work with staff.</p> <p>11. At the 9-12 level, all students will take SBA interim assessments and all students whether they have passed assessments for graduation or not will take the SBA so we meet our federal compliance.</p>
Study	<p>All students in support classes will be progress monitored. Students will graph their progress monitoring data and set incremental goals aimed at closing the gap to standard.</p> <p>Weekly Care Team meetings take place to monitor student progress and consider if the student needs more or less intense interventions.</p> <p>The Rtl team meets every 6-8 weeks to determine if students need more or less intense interventions and if other students need to be added to the intervention lists.</p>
Act	<p>Care Teams will analyze student growth on formative assessments to implement, modify and adjust interventions.</p> <p>The Rtl will analyze academic data to modify the Intervention groupings.</p>
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	<p>Purpose: Students receiving intervention supports for ELA and Math have skill gaps proactively identified and research based interventions provided with fidelity and monitored to ensure growth.</p> <p>Outcome: Every student with an identified literacy or math skill gap as measured by our data will receive direct skill instruction aligned with core skills and content in a differentiated mode and setting.</p> <p>Success Criteria: Students show mastery of essential literacy and math skills through common formative assessments.</p>

	<p>Best Practices:</p> <ul style="list-style-type: none"> • Design consistent predictable structures and routines for instruction in both ELA and Math intervention environments. • Create two-way communications for families to inform them on student progress. • Provide a positive learning environment for students through professionals who are skilled and trained in proactive classroom management and student engagement strategies (PBIS).
Do	<ul style="list-style-type: none"> • Select the most skilled staff for instruction of double dosing groups • Send communication to families to inform them on student progress • Meet every 6-8 weeks to collaborate on student growth. • Provide ELA and Math professional development for the staff
Study	<p>Care Teams:</p> <ul style="list-style-type: none"> • Review formative data • Adjust scaffolds and differentiation • Design timely, researched based interventions to be delivered in the core and support classes
Act	<ul style="list-style-type: none"> • Identify group assessments based on data • Identify instructional materials and protocols • Identify instructors • Identify any professional development needs
COMPONENT #4: COORDINATION AND INTERGRATION	
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES	
Plan	<p>Purpose: To adhere fiscal supports which directly support student success in mastery of essential literacy and math skills.</p>
	<p>Outcome: To use fiscal supports to provide resources to staff in order to deliver high quality differentiated instruction to students so that they will have mastery of skills noted above.</p> <p>Success Criteria: Students will make consistent growth as demonstrated on formative assessments, unit assessments, and summative assessments.</p>
Do	<p>We will be combining Title 1 and BEA funds to support our overall purpose of the schoolwide plan to increase student academic growth in both math and ELA.</p> <p>Funds will be used to purchase materials and professional development that support our building initiatives.</p>
Study	<ul style="list-style-type: none"> • Identify strengths and challenges of financing the program
Act	<p>We will act based on the findings from our review every 6 weeks and make adjustments based on student learning needs.</p>

