

Title 1 Part A - Annual Schoolwide Plan Review

2021-2022

Review Team			
Name of Team Member	Position/ Representation	Signature	Date
Diane Musilek	Chairperson	<i>Diane Musilek</i>	6/9/2022
Kirsten Mittelstaedt	Principal	<i>K. Mittelstaedt</i>	6/9/22
Caitlin Walters	Assistant Principal	<i>Caitlin Walters</i>	6/9/22
Casey Henneigh	ParaEducator	<i>Casey Henneigh</i>	6-9-22
	Parent (non-Staff)	<i>Erika Roth</i>	6-9-22
Talena Morrell	Teacher	<i>Talena Morrell</i>	6/9/22
Karen Dodd	Teacher	<i>Karen Dodd</i>	6/9/22
Lindsay Rasmussen	Teacher	<i>Lindsay Rasmussen</i>	6-9-22
Stephanie Prazer	Teacher	<i>Stephanie Prazer</i>	6-9-22
Karla Hix	Teacher	<i>Karla Hix</i>	6-10-22
Allison Chisholm	Teacher	<i>Allison Chisholm</i>	6/9/22
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Goals Attained and Student Achievement Successes

Was the Schoolwide Plan effective in increasing the achievement of low-achieving students in meeting the state's academic standards?

Identify which goals were met and provide evidence.

Kindergarten met their goal with 83% of students achieving mastery (80% or more) of their letter sounds using the "Kindergarten Letter Names & Sounds Assessment".

1st Grade students met our grade level goal of increasing phonics skills (RF 1.3) to at least 80%. In May, 88% of first graders reached Level 2 on the PSI.

2nd grade met their reading goal by 86% of students achieving mastery of skills through Skill 6 on the PSI.

3rd grade met our goal. At the end of the year, 98.6% of 3rd grade students were able to read grade level text with an accuracy of 96% or higher as measured by our DIBELS assessment. This means that students are able to decode grade level text and are now able to focus on comprehension. On average, 3rd grade students are able to read 116 words per minute and 65% of students met or exceeded the goal of reading 114 words per minute.

The 4th grade Reading Goal was met: As of May, 100% of 4th grade students made one level of proficiency worth of growth in the area of "Main Idea and Supporting Details." This evidence is based on teacher observational data, Origo assessments, exit tickets and CFAs

The 5th Grade Reading Goal was met: As of May, 83% of 5th Graders met their DIBELS Zones of Growth Goal.

Describe areas of Success in Student Achievement - Include summaries of the following for the different content areas and grade levels: All students, Low Income, Ethnicity, Limited English.

Kinder:

We felt that the common curriculum at Tier 1 helped us meet the goal. We used the curriculum with fidelity. Our goal was around letter sounds and we did small group activities using the same curriculum to support tier 1. Small groups in some rooms were ability based. Tiered support used the same curriculum and that was very beneficial.

1st: We utilized Tier 1 instruction that included multi-sensory instruction for students. Tier 2 small groups were based on the needs of students. The instruction came directly from the core program in order to provide another opportunity to learn the skills presented in Tier 1. Each classroom had one instructional paraprofessional for one hour and at least one more paraprofessional for 30 minutes. Tier 3 EL Students students in need of additional support had an alternate time to receive instruction if they missed instructional time due to language services.

2nd: Focused on Structured Literacy with Foundations provided a more systematic approach to phonics instruction.

3rd: We can attribute this success to our implementation of tier 1 phonics instruction (all students) and targeted small group phonics instruction during reading academy. Tier 3 EL students received extra phonics small group instruction daily. Some of the strategies we implemented were; sound-spelling mapping, prefix and suffix instruction, daily fluency practice, Read Naturally, Journeys cold read text and a continued focus on accuracy.

4th: As a team, the goal was met through intentional work and practice using both the Journey's curriculum and Storyworks. Small group instruction during our Tier 3 time also gave us opportunities to teach strategies at student's instructional levels.

5th:

Fluency practice occurred during Core instruction in ELA and during Tier 2 time. All students were involved in Tier 2. They were grouped by ability. That included students who were SpEd and EL. We used instructional paras which was helpful and used Read Naturally which targeted fluency specifically and were able to use the varied levels.

Goals Not Attained and Student Achievement Challenges

Was the Schoolwide Plan effective in increasing the achievement of low-achieving students in meeting the state's academic standards?

Identify which goals were not met and provide evidence.

School Wide-PBIS:

During the 2021-2022 school year, 90% of the students K-5 will have between 0 and 1 office referrals. We did not make the goal of 90%, we had 79.6% of all students have between 0 and 1 office referrals (minors and majors). However, we did discover that 95.3% of all students have between 0 and 1 major office referrals and 83.5% of all students have between 0 and 1 minor office referrals.

Describe areas of Challenge in Student Achievement - Include summaries of the following for the different content areas and grade levels: All students, Low Income, Ethnicity, Limited English.

All grade levels:

High numbers of absences this year due to COVID and absence criteria caused students to miss large chunks of time. This was present last year and continued into this year.

All grades levels felt like the amount of instruction needed to fill in gaps from lost instruction due to Covid was high. This proved to be challenging as many students needed to gain more than a year's growth in a year with many restrictions to the normal. Our year did not return to 'normal' until March 2022.

School-Wide PBIS:

Challenges related to student behavior were noticed in the impact of students returning to "normal school" following the COVID pandemic. Some changes in reporting practice increased the number of office referrals being reported to gain earlier insights on student behavior to develop plans of support, this increased our overall referrals. Adjustments could be made next year to adjust our goal to reflect this practice. Needed changes to our Tier I social emotional curriculum is needed to adjust to the needs of our students. Consistent and effective delivery of these changes will need to be in place for students to gain from the delivery of Tier I social emotional learning.

Evaluate the Effectiveness of The Schoolwide Planning Process

An effective planning process will include the following:

- Increase student achievement for all students, but especially the disadvantaged
- Involve stakeholders including parents
- Be regularly revisited and revised
- Be implemented as per plan or as per revised plan
- Provided effective transitions of students to your school and from your school
- Provided effective professional development

Describe the strategies/best practices and data that have been reviewed to determine the overall effectiveness of the Schoolwide Program.

Beginning of the school year:

Data Studied in Needs Assessment

DIBELS-Grade level teams, MTSS (Multi-Tiered Systems Support Team)

PASI/PSI- (Reading Diagnostic)-Staff

Perception Data-Site Council/Staff

SBA (ELA/Math)-Staff

ELPA 21 (EL Data)-Staff

During the 2020-21 school year, staff analyzed student achievement data in reading and math related to their year end goals on the school improvement plans.

Fall 2021 - Grade level teams and interventionists assessed students to determine Tier 3 reading interventions and student placement.

November 2021-School Satisfaction Surveys distributed to students, parents and staff-reviewed by site council, staff January 2022.

October 2021-Smarter-Balanced Assessments were given to 4th and 5th grade students (standards from year prior).

Fall 2021 SBA data and used that to inform our reform strategy around EL focus.

Quarterly SWIS Data Review to determine our PBIS goal and work around the PBIS reform strategy.

Data meetings 4 times during the year to monitor students at risk for academics, behavior and social/emotional.

What went well in the Schoolwide Planning process?

ALL staff analyzing schoolwide data as a group was helpful.

Seeing the data in related groups.

Vertical recognition of our goals and the alignment across the grade bands K-5. This was helpful in understanding the big picture and determining the importance of the future goals.

The Site Council's participation in a book study that helped us understand Science of Reading and first year of use with Foundations grades K-2.

Very consistent in PLC meetings and keeping communication open between PLC's and Site Council with topics related to the SWP.

What needs to be improved in the Schoolwide Planning process? Include specific strategies that will be put in place.

We need to add a parent rep and have that aligned for the 2022-2023 school year.

Making documents easier to use.

Explaining the differences between the school wide plan goals versus the evaluation growth goals.