




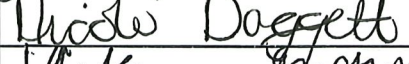


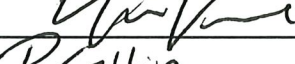




Title 1 Part A - Annual Schoolwide Plan Review

2021-22

Review Team			
Name of Team Member	Position/ Representation	Signature	Date
Hannah Veteto	Chairperson		1-9-23
Kristy Daley	Principal		1-9-23
Erin Coyle	Assistant Principal		1-9-23
Angie Velazquez	Teacher		1-9-23
Carrie Ballard	Teacher		1-9-23
Nicole Daggett	Teacher		1-9-23
McKenzie Bostwick	Teacher		1-10-23
Sarah Nicosia	Teacher		1-9-23
Travis Kane	Teacher		1-9-23
Rebecca Cattin	ParaEducator		1-9-23
Susan Gardner	Parent (non-Staff)		1/9/23

District Goal: Students will perform at or above the state average for districts of similar size and demographics.

Building Goal: All students, regardless of subgroups, will show growth in grade-level standards using multiple measures as data points.

Grade-Level Goals:

Kindergarten: By May 2022, 50% of kindergarten students will be able to read nonsense words using correct letter sounds at 49+ sounds decoded per minute (CCSS.ELA-LITERACY.RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.) as measured by the progress monitoring and benchmark assessments in DIBELS.

First Grade:

By May 65% of students will be able to solve 20 basic addition and 20 basic subtraction facts (CCSS 1.OA.C.6: Add and Subtract within 20) in two minutes as measured by the Eastmont School District timed fact fluency math assessments.

Second Grade:

By May, 80% of students will be able to read at least 22 nonsense words in one minute (CCSS 2.3: Know and apply grade-level phonics and word analysis skills in decoding words) as measured by progress monitoring and benchmark assessments in DIBELS.

Third Grade:

By May, 60% of 3rd grade students will be proficient in their understanding of a text, referring explicitly to the text as the basis for the answers (RI.3.1) as measured by RACE response prompts given throughout the year.

Fourth Grade

By May, 75% of 4th grade students will be able to show they are proficient in grade level oral reading fluency (they will read at a rate of 125 words per minute or greater by the end of the 4th grade year).

5th Grade:

By May, 75% of 5th grade students will be able to show they are proficient in grade level oral reading fluency. (They will read at a rate of 137 words per minute or greater by the end of the 5th grade year). CCSS RF5.4 Read with sufficient accuracy and fluency to support comprehension. As measured by progress monitoring and benchmark assessments in DIBELS.

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.

If your grade level, met your goal, complete this section with your goal and evidence to support 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.

If your grade level met your goal, include your TACA and a summary here.

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.

If your grade level did not meet your goal, complete this section with your goal and evidence.

Kindergarten:

Our Goal: By May 2022, 50% of kindergarten students will be able to read nonsense words using correct letter sounds at 49+ sounds decoded per minute (CCSS.ELA-LITERACY.RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.) as measured by the progress monitoring and benchmark assessments in DIBELS.

Results: The results of end-of-year DIBELS benchmark data shows that 32% of kindergarten students were able to read nonsense words using correct letter sounds at the Proficient Level. Although we grew from 7% to 32% at this level, it wasn't enough to meet our goal. Collaboration and discussion has taken place to determine next steps for the upcoming year to help our future students reach proficiency in this area.

Learning Skill/Target : Students will know and apply grade-level phonics and word analysis skills in decoding words (RF.K.3). Baseline				
Teacher	Proficient (3-4)	Close to Proficie	Far from Proficie	# Not Turned In
A	2	1	14	0
B	1	0	19	0
C	1	2	18	0
D				
Team Total	4	3	51	0
	7%	5%	88%	
Learning Skill/Target : Students will know and apply grade-level phonics and word analysis skills in decoding words (RF.K.3). Mid-Year				
Teacher	Proficient (3-4)	Close to Proficie	Far from Proficie	# Not Turned In
A	3	0	15	1
B	2	7	12	0
C	5	4	12	0
D				
Team Total	12	12	37	1
	19%	19%	60%	2%
Learning Skill/Target : Students will know and apply grade-level phonics and word analysis skills in decoding words (RF.K.3). End of Year				
Teacher	Proficient (3-4)	Close to Proficie	Far from Proficie	# Not Turned In
A	3	1	15	1
B	7	5	7	2
C	10	6	5	
D				
Team Total	20	12	27	3
	32%	19%	44%	5%

First Grade:

Goal: By May 65% of students will be able to solve 20 basic addition and 20 basic subtraction facts (CCSS 1.OA.C.6: Add and Subtract within 20) in two minutes as measured by the Eastmont School District timed fact fluency math assessments.

Results: Although our students showed great growth throughout the school year in both addition and subtraction we were unable to meet our goal this year. At the beginning of the school year only 4% of the first grade students could pass the addition fluency test; this number grew to 59% by the end of May. In subtraction the percentage went from 0% in September to 35% at the end of May. Subtraction is always challenging for this age group but was compounded by the fact that many students were not introduced to subtraction until this school year.

Second Grade:

By May, 80% of students will be able to read at least 22 nonsense words in one minute (CCSS 2.3: Know and apply grade-level phonics and word analysis skills in decoding words) as measured by progress monitoring and benchmark assessments in DIBELS.

Results: Our goal was for 80% of students to read 22 nonsense words which demonstrate their understanding of reading foundational skills. At this time, 66% are able to read 22 nonsense words. Although we did not reach our goal, our students have shown wonderful growth. At the beginning of the year only 39% of students were able to read 22 nonsense words and 42% of students were intensive. By the end of the year, we only had 24% of students intensive and 10% of students were close to reading the 22 words.

Learning Skill/Target : Fall Benchmark Data				
Teacher	Proficient (3-4)	Close to Proficie	Far from Proficie	# Not Turned In
A	9	3	9	
B	7	6	8	
C	10	2	9	
D	6	5	9	
Team Total	32	16	35	0

39% 19% 42%

Learning Skill/Target : Winter Benchmark Data				
Teacher	Proficient (3-4)	Close to Proficie	Far from Proficie	# Not Turned In
A	13	3	5	
B	10	4	7	
C	14	2	6	
D	10	4	6	
Team Total	47	13	24	0

56% 15% 28%

Learning Skill/Target : Spring Benchmark Data				
Teacher	Proficient (3-4)	Close to Proficie	Far from Proficie	# Not Turned In
A	15	2	4	
B	11	3	7	
C	14	2	6	
D	15	1	3	
Team Total	55	8	20	0

66% 10% 24%

Third Grade:

Goal: May, 60% of 3rd grade students will be proficient in their understanding of a text, referring explicitly to the text as the basis for the answers (RI.3.1) as measured by RACE response prompts given throughout the year.

Results: The results of end-of-year RACE assessment data shows that 59% of third grade students were able to write a RACE response at the Proficient Level. Although we grew from 0% to 59% at this level, it wasn't enough to meet our goal. Collaboration and discussion has taken place to determine next steps for the upcoming year to help our future students reach proficiency in this area.

Learning Skill/Target: Students will ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers, as measured by a RACE response.
NOVEMBER NOVEMBER

Teacher	Proficient (4)	Close to Proficient (2-3)	Far from Proficient (1-0)	# Not Turned In
A	0	0	19	0
B	0	0	20	0
C	0	0	18	1
D	0	0	20	0
Team Total	0	0	99%	1%

Learning Skill/Target: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, as measured by a RACE response.
FEBRUARY

Teacher	Proficient (3-4)	Close to Proficient (2)	Far from Proficient (1)	# Not Turned In
A	0	3	16	0
B	0	4	15	1
C	1	2	13	2
D	2	3	14	1
Team Total	4%	16%	75%	5%

Learning Skill/Target: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, as measured by a RACE response. MAY

Teacher	Proficient (3-4)	Close to Proficient (2)	Far from Proficient (1)	# Not Turned In
A	12	7	0	0
B	8	11	1	0
C	13	5	1	0
D	13	5	1	0
Team Total	59%	36%	5%	0

Fourth Grade

By May, 75% of 4th grade students will be able to show they are proficient in grade level oral reading fluency (they will read at a rate of 125 words per minute or greater by the end of the 4th grade year). We did not meet our goal. However, 61.5% of students were able to read at 125 words or better by the end of the year.

Fall Data					
Learning Skill/Target : Oral Reading fluency (125 wpm End of year Goal) (R					
Teacher	Proficient (3-4)	Close to Profic	Far from Profic	# Not Turned	
A	0	14	9		A
B	5	6	11		C
C	2	11	10		
D					
Team Total	7	31	30	0	

Winter Data					
Learning Skill/Target : Oral Reading fluency (125 wpm End of year Goal)					
Teacher	Proficient (3-4)	Close to Profic	Far from Profic	# Not Turned In	
A	16	3	6		
B	15	1	6		
C	17	0	6		
D					
Team Total	48	4	18	0	

Learning Skill/Target :					
Teacher	Proficient (3-4)	Close to Profic	Far from Profic	# Not Turned In	
A	12	4	4	0	
B	13	5	4		
C	15	5	3		
D					
Team Total	40	14	11	0	

61.5% of students at core/above

5th Grade:

Our goal: By May, 75% of 5th grade students will be able to show they are proficient in grade level oral reading fluency. (They will read at a rate of 137 words per minute or greater by the end of the 5th grade year). CCSS RF5.4 Read with sufficient accuracy and fluency to support comprehension. As measured by progress monitoring and benchmark assessments in DIBELS.

Results: The results of end-of-year DIBELS benchmark data shows that 53% of 5th grade students were proficient in grade level oral fluency. At the beginning of the year we had 54% of students meeting the goal. We did drop a percentage point from the beginning to the end of the year. The 5th grade team has been discussing steps for the upcoming year to help our future students reach proficiency in this area.

Learning Skill/Target : Fall Benchmark Data

Teacher	Proficient (3-4)	Close to Proficient (2)	Far from Proficient (1)	# Not Turned In
A	17	2	8	
B	16	6	7	
C	13	4	11	
D				
Team Total	46	12	26	0

Learning Skill/Target : Winter Benchmark Data

Teacher	Proficient (3-4)	Close to Proficient (2)	Far from Proficient (1)	# Not Turned In
A	13	3	11	
B	16	4	9	
C	11	7	10	
D				
Team Total	40	14	30	0

Learning Skill/Target : Spring Benchmark Data

Teacher	Proficient (3-4)	Close to Proficient (2)	Far from Proficient (1)	# Not Turned In
A	15	3	10	
B	16	2	9	
C	13	4	11	
D				
Team Total	44	9	30	0

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.

If your grade level did not meet your goal, put your document here and provide a summary.

Kindergarten: Most of our students entered kindergarten lacking skills to be prepared for kindergarten. Each classroom had a few students with significant behavioral challenges,

which impacted other students and their learning. One-fourth of our students are multilingual learners. Helping them get acclimated at the beginning of the year was a major focus. All of these contributed to the challenges we faced this year.

Second Grade

See 2nd Grade TACA document below for further explanation. Overall, we are proud of the growth students made in the midst of an ever-changing year. One common struggle we found that was specific this year was that a critical part of foundational reading skills is being able to see and hear both students and teachers. The majority of the year students wore masks which made it difficult. In addition, several of our intensive students made great growth but because they came in lower than usual, due to the state of the pandemic over the last few years, they were still not able to reach the benchmark goal. See TACA document below for further analysis.

Essential Standards & Learning Targets & Proficiency Goal	
By May, 80% of students will be able to read at least 22 nonsense words in one minute (CCSS 2.3: Know and apply grade-level phonics and word analysis skills in decoding words) as measured by progress monitoring and benchmark assessments in DIBELS.	
What parts of the standard or learning targets did our students do well with? Which assessment items?	
Fall: Our intensive students: These students are still needing to sound by sound blend but when they blend the word together, it is often incorrect (t-e-f and say cef). Our students at or above grade level: These students were able to read these words without needing to blend and chunk it.	
Winter: Students know their consonant sounds and CVC words. Students who are yellow composite are getting what they need during Tier 1 LETRS routine and need more work with fluency and comprehension during Academy.	
Spring: Most students have developed the ability to read the words automatically without needing to blend sound	
What instructional strategies and/or lessons supported student success?	
Fall: To support students in this area our team is committed to using a LETRS routine each and every day during our Tier 1 instruction. In addition to our Tier 1, students take part in reading academy each day. This is an intensive, intentional part of our day where students are provided instruction at their ability level. Students who are intensive are either working in small groups using a Foundations curriculum or the 95% group curriculum.	
Winter: Intentional and strategic Tier 1 teaching	
Spring: The consistent LETRS routine at Tier 1 supported students. The consistency in our reading routines, daily	
What misconceptions do we see in student work?	
Fall: Students are able to isolate sounds but not blend together.	
Winter: Students don't have a firm grasp on vowel sounds and digraphs so many guess. Students are not able to differentiate across two different curriculums.	
Spring: Some students struggled because they couldn't generalize skills and differentiate between long and short	
What concepts, skills, or reasoning do students need to become proficient?	
Fall: Several students are able to isolate sounds but unable to blend.	
Winter: Our struggling students are the ones who have a hard time attending and are not engaged. They are not independent thinkers. They struggle to apply or generalize learned skills. Many of our struggling	
Spring: Most of our students who are intensive struggle to focus, attend, and generalize what they are learning during	
How will we provide extra time and support for unlearned skills? - What are we going to do about it? How will we check for success?	
Fall: Reading Academy groups using Foundations, Wilson, or 95% group, and Lexia	
Winter: Focus on fluency and comprehension for students who are yellow composite	
Spring: Some of our struggling students will attend summer school.	
How will we support these learners in need of extension? - What are we going to do about it?	
Fall: Lexia, Academy, multi-syllabic words from Journeys	
Winter: Lexia, harder fluency passages during Academy, close reading	
We adjusted our Tier 1 teaching. As students gained skills, we adapted our routine to incorporate more	

Third Grade:

See the TACA document above. We fell 1% short of meeting our goal this year. Even though we failed to meet our goal, we feel that having 59% of our students proficient in asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, is significant and reason to celebrate. We are confident that we can fine tune our instruction and strengthen routines in order to meet this goal next year. We will continue to implement intervention strategies during Reading Academy to achieve this higher level of understanding.

Fourth Grade: See the TACA document above. We were 13.5% off from meeting our goal this year. Every one of our students made growth this year on the dibels ORF assessment, and we celebrate some that

made significant growth. For example, from reading around 7 wpm to now 30 plus words per minute. However, that growth was still not enough to make it to the next benchmark level. We recognize that growth is sometimes a multi-year process to attain grade level status and hope these students are able to continue in the coming year. With the use of many interventions this year, we think continued use of these could be helpful. Several students that stayed in the strategic category are students that comprehend text well and even produce grade level writing, however their fluency rate is just not grade level yet. We are happy that they have good accuracy rates and that these students continue to practice good expression as well as fluency, in addition to practicing their rate.

5th Grade:

See TACA document above. We were 22% away from meeting our goal this year. All of our students did make growth on the ORF assessment. As a team we have talked about what we can do as a team and as individual teachers to fine tune our instruction for next year. This year not every teacher was running a reading academy. That was one of our challenges this year. Next year we will all be running a reading academy to help students achieve grade level oral reading fluency.

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

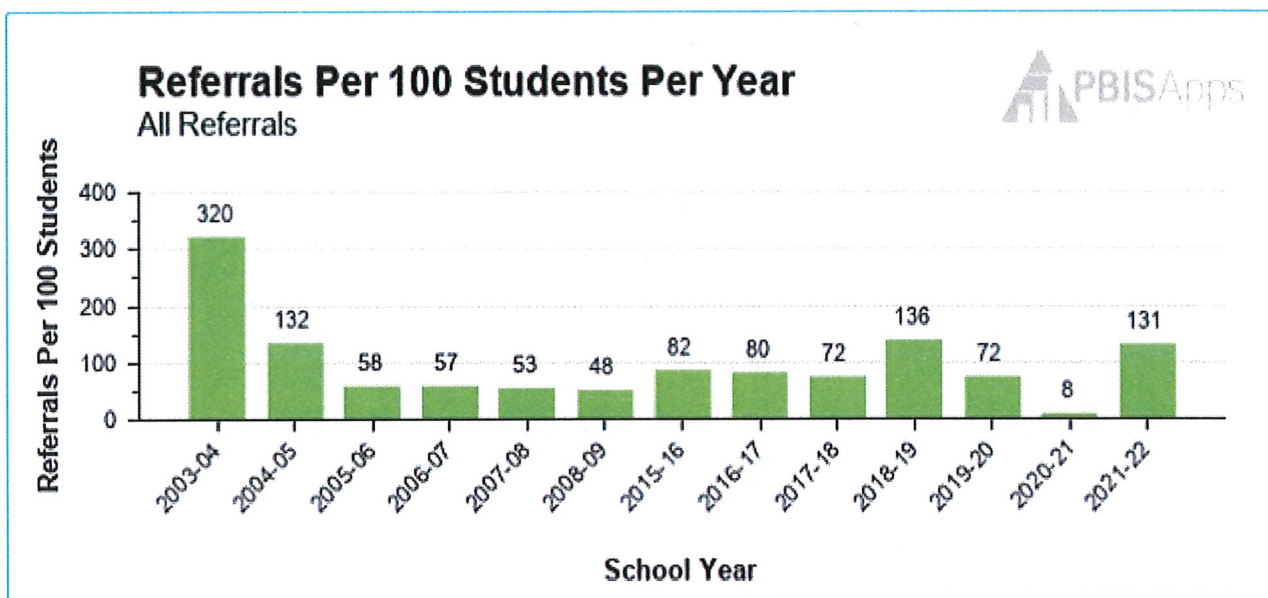
Describe the strategies/best practices and data that have been reviewed to determine the overall effectiveness of the Schoolwide Program.

Reform Strategy 1: Positive Behavior Intervention Support (PBIS)

Clear expectations and a focus on positive behaviors helped students maximize learning time in core content areas this year. These behavioral expectations also reduced off-task behaviors and discipline needs in the classroom.

Kenroy is currently implementing PBIS with a high degree of fidelity, which is the best predictor of having a strong, functioning PBIS team. The PBIS team collects and uses data to drive the behavior needs at our school. The PBIS Team analyzes and uses SWIS data to create behavior systems throughout Kenroy.

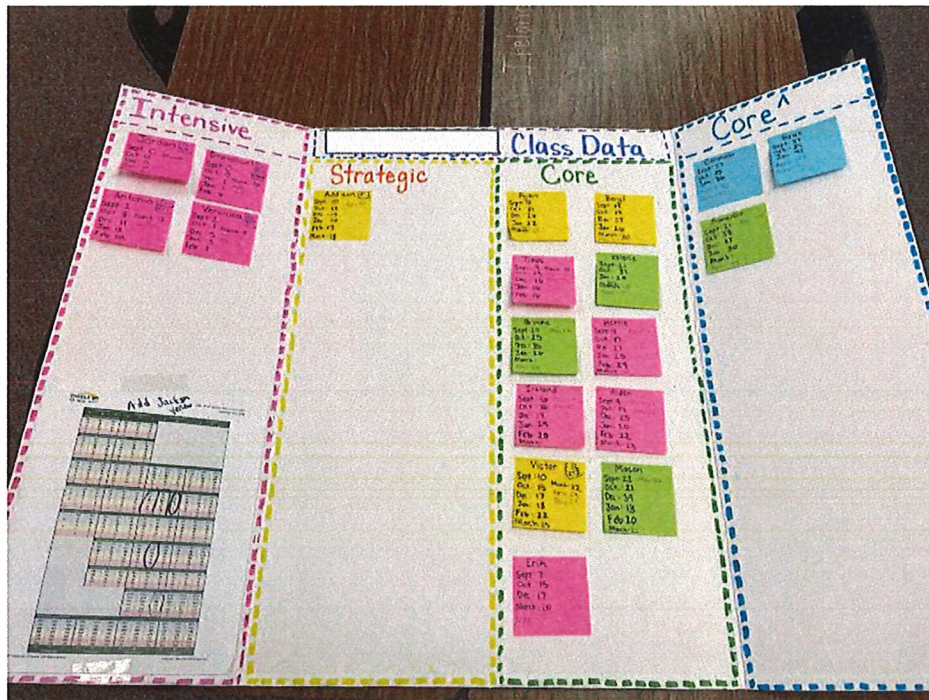
Our Strategies have proven to be successful, as our SWIS Behavior Referrals were lower this year than 2018-2019 (prior to Covid).



Reform Strategy 2: Professional Learning Communities.

This year, grade level and specialist teams were able to reconvene weekly PLC time. Teachers were able to build upon unit plans we had developed before the pandemic, and have time to look at common formative assessment data. One crucial part of PLC time this year was examining baseline data to inform our instruction as most grade levels had baseline data in all academic areas lower than usual due to the state of the pandemic.

In addition, this year PLC teams created data boards on tri-folds as a means to track and have conversations on monthly progress monitoring. This allowed for meaningful conversations on what is working and what can be changed to better student learning.



Reform Strategy 3: Response to Intervention (Reading, Language, and Math)

This year we saw a very successful implementation of a new structured literacy program called "Foundations." This was implemented in grades k-2 in our Tier 3 model. We look forward to using this program in all Tiers next year, including Tier 1. In 3rd and 4th grade we also implemented 95% group to focus on specific phonics skills deficits, which was gathered through our diagnostic assessment PSI/PASI. With 5th grade next year, we will continue these programs along with some comprehension strategies. Rewards was used for students who needed more phonics and fluency skills in 5th grade.

Grade	Beginning	Middle	End
K	n=82 66 (80%) 9 (11%) 0 (0%) 7 (9%)	n=61 39 (64%) 10 (16%) 8 (13%) 4 (7%)	n=62 29 (47%) 8 (13%) 14 (23%) 11 (18%)
1st	n=69 50 (72%) 9 (13%) 5 (7%) 5 (7%)	n=65 49 (75%) 7 (11%) 5 (8%) 4 (6%)	n=67 30 (45%) 15 (22%) 16 (24%) 6 (9%)
2nd	n=82 38 (46%) 11 (13%) 25 (30%) 8 (10%)	n=81 29 (36%) 13 (16%) 24 (30%) 15 (19%)	n=83 22 (27%) 13 (16%) 33 (40%) 15 (18%)
3rd	n=84 24 (29%) 17 (20%) 26 (31%) 17 (20%)	n=80 20 (25%) 12 (15%) 33 (41%) 15 (19%)	n=77 12 (16%) 13 (17%) 18 (23%) 34 (44%)
4th	n=73 13 (18%) 19 (26%) 35 (48%) 6 (8%)	n=69 17 (25%) 4 (6%) 22 (32%) 26 (38%)	n=65 12 (18%) 13 (20%) 25 (38%) 15 (23%)
5th	n=84 26 (31%) 12 (14%) 32 (38%) 14 (17%)	n=83 29 (35%) 12 (14%) 24 (29%) 18 (22%)	n=79 28 (35%) 8 (10%) 12 (15%) 31 (39%)
6th	No students with data.	No students with data.	No students with data.
All	n=474 217 (46%) 77 (16%) 123 (26%) 57 (12%)	n=439 183 (42%) 58 (13%) 116 (26%) 82 (19%)	n=433 133 (31%) 70 (16%) 118 (27%) 112 (26%)

Legend n = Number of Students Intensive Support Strategic Support Core Support Core^ Support
 Results Based On DIBELS 8 Composite Score

Reform Strategy 4- Inclusive and Equitable Practices

What went well in the Schoolwide Planning process?

- As a staff, we felt protected and included in powerful conversations that allowed us to examine our practices and ensure high levels of learning for all.
- We listened to the ideas of others and respected individual experiences and beliefs.
- As a site council, we were able to work collaboratively to create goals that were meaningful for grade level teams while still being able to collaborate as a whole school.
- Teams were able to share student progress through the use of the TACA document at Site Council. This reflection enabled us to celebrate as well as discuss obstacles that require attention to help students make progress toward mastery.

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

Everyone, please add bullets here.

