



Lee Elementary School
Title 1 Part A - Annual Schoolwide Plan Review

2020/21

Review Team			
Name of Team Member	Position/ Representation	Signature	Date
Lisa Murphy	Chairperson	<i>Lisa Murphy</i>	10-4-21
Jamea Connor	Principal	<i>Jamea Connor</i>	10-4-21
Tracey Thompson	Teacher	<i>Tracey Thompson</i>	10-4-21
Tracy Krous	Teacher	<i>Tracy Krous</i>	10-4-21
Lizzi Zavala	Teacher	<i>Lizzi Zavala</i>	10-8-21
Michelle Huguenin	Teacher	<i>Michelle Huguenin</i>	10-4-21
Tricia Donaldson	Teacher	<i>Tricia Donaldson</i>	10-4-21
Leticia Murdock	ParaEducator	<i>Leticia Murdock</i>	10-4-21

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.

Goal 1:

Supports District Strategic Goal 2000 B - Decrease low income, Hispanic, & ELL learning gaps to 15% or less by increasing the performance of targeted students in reading, math, writing and science as measured by state tests.

Solutions(s):

Action Plan:

- Provide professional development for EL staff. They will attend WABE Institute (Washington Association for Bilingual Educators)
 - EL staff were trained on the WIDA (World-Class Instructional Design and Assessment).
 - EL staff attended additional training on the WIDA at the annual August Institute.
 - EL staff collaboration with other district EL teachers occurred to learn about the new language standards and develop strategies to address the standards
- The EL staff will coordinate with grade levels to pre teach academic vocabulary connected to identified Essential Standards in ELA and Math
 - EL staff effectively and efficiently met with grade levels for vocabulary connected to ELA and Math Essential Standards
- Provide rigor in all lessons and content, teach students to persevere, and take ownership of learning
 - EL students were guided in taking ownership of their learning by reviewing their ELPA scores and setting specific goals in the different areas that they would meet in the Spring.

Goal 2:

Supports District Strategic Goal 2000 B - Decrease low income, Hispanic, & ELL learning gaps to 15% or less by increasing the performance of targeted students in reading, math, writing and science as measured by state tests.

Goal: Decrease the learning gap for tier 3 students by improving reading skills of identified RTI students by May 2021.

Action Plan:

- Pre Assess in all K/1 students using DIBELS NWF in FALL of 2020 to identify Tier 3 RTI students; Increase correct letter sounds for 80% of Tier 3 RTI students by 50% on post assessment in Spring 2021.
 - All K/1 students were assessed in the fall using DIBELS NWF to identify Tier 3 RTI students.
 - One hundred percent of K/1 Tier 3 students surpassed the 50% goal with 81% of K/1 students able to identify and produce correct letter sounds.
- Pre Assess all 2nd, 3rd, and 4th grade students using DIBELS ORF in Fall of 2020 to identify Tier 3 RTI students ; 80% of Tier 3 RTI students will increase their ORF by 30% on post assessment in Spring 2021.
 - All 2nd, 3rd, and 4th grade students were assessed using DIBELS ORF to identify Tier 3 students. One hundred percent of 2nd, 3rd, and 4th grade Tier 3 students exceeded the 30%

goal on the post oral reading fluency assessment by 65% for a total of 95% of 2nd-4th grade students passing.

- The use of Haggerty Phonemic Awareness, Rewards, Phonics for Reading, Journey's Decode the Power, PALS, and LETRS strategies were used consistently to increase student achievement.
- RTI staff met with small groups throughout the year. During full remote learning (over 100 students), during A/B schedule every other day, as well as during A/B schedule morning and afternoon (close to 90 students). With the full return of students, RTI staff has continued to evolve and services over 90 students.
- Analyze Data and communicate student needs and growth with grade level teachers on a regular basis
 - Data was consistently analyzed and shared with all teachers. Grade level data was shared at Site Team meetings and Site Team members collaborated with their teams and had intentional conversations around strategies to improve student learning in essential standard areas.

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.

- All students (400+) checked out a Chromebook for the beginning of the year remote learning.
- When transitioning to hybrid teaching/learning students maintained online access via their checked out Chromebook to attend intervention classes and access other assigned work.
- During hybrid learning the Lee Leader program was reintroduced and continued as all students returned.
- Daily targeted interventions using essential standards were identified.
- Monthly Character Traits continued to be recognized and celebrated in every classroom.
- The PBIS team introduced Lee Lion ROAR (Responsible, Online, Academic, Reward) to help motivate students to participate during hybrid learning.
- Positive Behavior supports were implemented building wide through PBIS.
- GLAD strategies used schoolwide
- Math is Cool program/competition at the 4th grade level
- LEXIA, Zearn, Prodigy, and Reflex math used K-4
- SEL lessons provided for all students (accessed online)
- Rainbow Room (RtI) video lessons were created and provided for all students (accessed online)
- Art lessons provided for all students (accessed online)
- Building School Counselor worked with all students

- Teachers meet regularly in the morning to discuss plans and strategies for student learning.
- Virtual award assemblies recognizing Most Improved and Leadership students

Low Income:

- Free lunch for all students and take home bags with breakfast and lunch items on days not in school. Take home bags continued with all students by providing students with breakfast items for the following day.
- Home visits to check on students with attendance issues to ensure their safety.

Ethnicity:

- Bilingual staff worked remotely with ELL students.
- Bilingual staff conducted home visits to support students and parents
- All students on campus, further access to social studies lessons (ie. 3rd grade completed a Native American Unit)

Limited English:

- Imagine Learning computer based program to support language development
- Efficient and effective Bilingual intervention program
- Bilingual front office staff

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.

Goal 1:

Supports District Strategic Goal 2000 B - Decrease low income, Hispanic, & ELL learning gaps to 15% or less by increasing the performance of targeted students in reading, math, writing and science as measured by state tests.

Goal: Increase percentage of Hispanic/Latino students in grade 4 who pass SBA ELA and Math by:

- increasing ELA from 21 % proficient in 2018-2019 to 30% in 2020/21
- increasing Math from 31% proficient in 2018-2019 to 40% in 2020/21

Due to postponement, the SBAC was not administered.

- Immediate testing data is not available to determine student achievement.

Due to COVID, WABE Institute for EL Staff was cancelled.

Due to COVID, preschool students did not have the opportunity to visit kindergarten classrooms for transition purposes

Monthly data meetings were not held due to schedule conflicts with remote/hybrid learning, continuing through all students on campus

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.

- COVID safety requirements: social distancing, masks, etc.
- Limited outside time (socializing with others)
- Elimination (Due to COVID) of extra curricular activities (STEM challenges, music performances, assemblies, etc.)
- Difficulties with technology

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.

- Grade level data shared at Site Team meetings
- Weekly communication from administration
- Strong and flexible RTI program
- Guidance Team meetings weekly
- PBIS team meetings biweekly to determine next steps
- Professional Learning Communities strengthened
- Development of online resources for all students

What went well in the Schoolwide Planning process?

- Parent Square utilized effectively in communicating with families and the community
- Weekly announcements during remote instruction to relay information to families
- Information shared from SITE Team, PBIS Team, GT meetings to ensure staff has the opportunity to share their views in order to make informed decisions moving forward

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

- Continue gathering input from as many staff members and parents as possible
- Continue focusing on essential standards to close gaps in learning due to school closure and hybrid learning