

Central Primary Center

Snohomish School District

School-wide Title I Plan 2016 - 2017



**221 Union Street
Snohomish, WA 98290**

The Snohomish School District in its commitment to excellence places the success of each student at the center of all decisions and actions. Partnerships and strong academic programs ensure competent, responsible, lifelong learners.

“Student success is at the heart of all we do at Central”

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Introduction

Central Primary Center is one half of a larger school community. Preschool through second grade programs are housed at Central Primary Center while third through sixth grades are located at Emerson Elementary. Although we consider ourselves one school in two buildings, our School-wide plan is written to reflect Central Primary Center's needs and goals.

As we plan for our seventh year as a School-wide Title I school we reviewed current data, surveyed parents, and collaborated as a staff about best instructional practices. Our leadership team, with classified representation, met to compile all current information and refine our mission to help all students achieve at high levels.

Team Members:

This School-wide Title I plan was created and updated by Central Primary Center staff, parents, and community members, with support from the Teaching and Learning Department of Snohomish School District to meet the requirements of WAC 180-16-220, Section 2, (C) School Improvement plans.

Participating Stakeholders:

Staff, students, and parents of Central Primary Center

2016-2017 Leadership and Planning team members:

- Heidi Rothgeb, Principal
- Erica Fague, Title I Reading teacher
- Joyce Myhre, Title I Math teacher
- Shannon Leeman, Kindergarten teacher
- Monique Norris, First grade teacher
- Marian Squadrito, Second grade teacher
- Connie Hellmund, ELL teacher
- Carol Meyer, Title I Para Educator
- Zava LeRoux, Parent/community member
- Kimberly VanDamme, Parent/community member

Snohomish School District:

- Lori Pierce, Title I and LAP Coordinator
- Miriam Mickelson, Executive Director of Teaching and Learning Services
- Dr. Kent Kultgen, Superintendent

OSPI Title I School-wide Program Contact:

- Larry Fazzari, Title I/LAP Supervisor

School Profile

Central Primary is one of ten elementary schools in the Snohomish School District and is located in historic downtown Snohomish. Our student population is 270 preschool through second grade, with a county ECEAP program serving 60 students housed at our site. In addition we have a district, primary EBD classroom. There are 26 certificated staff, and 19 classified staff with our students in the preschool through second grade program. The 2016-2017 school year, we will be our 2nd year as a WAKids school, which provides free all-day kindergarten for all students.

Our students come from diverse home environments. They live in low income apartments, rural five acre plots, trailer parks, subdivisions, and historic homes in the downtown area. Additionally, we also serve students who qualify under the McKinney-Vento Act.

The most recent information on Central and Emerson’s student demographics:

***Based on May 2015 data. 2016 data to be added when it becomes available.**

May 2015 Student Count (P-2nd-not counting ECEAP).....274

Ethnicity

American Indian/Alaskan Native.....1.5%
 Asian.....0.7%
 Black.....0.4%
 Native Hawaiian/Other Pacific Island.....0.4%
 Hispanic.....23.2%
 White.....68.9%
 Multi-race.....4.9%

Free and Reduced Lunch for Central 48.44%

*Special Education for Central.....29.9%

*Includes preschool, OT, SLP, District Behavior Program, and Resource room.

Transitional Bilingual for Central (ELL).....13.1%

*Lunch Code Percentages- Free and Reduced Lunch Percentages

Central Primary	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
	31.48%	37.12%	38.96%	39.68%	38.88%	50.1%	50.96%
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
	56.55%	55.2%	52%	52%	48.44%		

ELL Enrollment Data

Year	ELL student enrollment	% of K-2 population	# transitioned
May 2010	23	8%	2
May 2011	27	9%	4
May 2012	30	11%	5
May 2013	30	12%	7
May 2014	36	12%	6
May 2015	36	13%	8
May 2016	32	15%	****

****Transition data not available until Fall 2016

School-wide Components

Component 1 – Comprehensive Needs Assessment

Reading Achievement

STAR Enterprise:

In the 2016-2017 school year, we will use the STAR Enterprise Computerized Reading and Math assessments for 2nd Grade students.

ESGI:

Kindergarten and First Grade will use the ESGI computerized assessment in the Fall, Winter, and Spring. This is a one-on-one assessment for reading and math.

Easy CBM:

First grade will use the Passage Reading Fluency measurement from the Easy CBM in the Winter and Spring.

Fountas and Pinnell:

The Fountas and Pinnell Benchmark Assessment System is a reading screening to identify and track progress of students needing Title or LAP intervention. All students in Title/LAP will be assessed with this measure 3-4 times a year. In addition we will be transitioning to this being a school-wide measurement tool for classroom teachers to use with all of their students.

Kindergarten:

For Kindergarten ESGI we monitor growth on Uppercase Letter Identification, Lowercase Letter Identification, and Letter Sounds at 3 benchmarks. The Fall score is a baseline. Students are not expected to begin kindergarten knowing letter names and sounds. By the end of the year the expectation is that students know all 26 letter names and sounds.

Uppercase Letter Identification

	Fall	Winter	Spring
2015 - 2016	20%(12/60)	60%(36/60)	92%(55/60)

***Percentage of students able to name all 26 uppercase letters**

Lowercase Letter Identification

	Fall	Winter	Spring
2015 - 2016	12%(7/60)	50%(30/60)	93%(56/60)

***Percentage of students able to name all 26 lowercase letters**

Letter Sounds

	Fall	Winter	Spring
2015 - 2016	1%(1/60)	25%(15/60)	97%(58/60)

***Percentage of students able to name all 26 letter sounds**

First Grade:

For 1st Grade EasyCBM we are monitoring growth at the Winter and Spring benchmarks in Passage Reading Fluency. (Winter benchmark is 20, Spring benchmark is 46.)

First Grade EasyCBM – Passage Reading Fluency (Words per Minute)

	Fall	Winter	Spring
2014-2015	N/A	High Risk: 16%	High Risk: 24%
	N/A	Some Risk: 40%	Some Risk: 37%
	N/A	Low Risk: 44%	Low Risk: 39%

	Fall	Winter	Spring
2015-2016	N/A	High Risk: 26%	High Risk: 15%
	N/A	Some Risk: 24%	Some Risk: 26%
	N/A	Low Risk: 50%	Low Risk: 59%

Second Grade:

STAR Reading computerized assessment is used to monitor growth during Fall, Winter, and Spring. Students who are at or above the 40th percentile are considered At Benchmark.

	Fall	Spring
2014-2015	At Benchmark: 49%	At Benchmark: 59%
2015-2016	At Benchmark: 40%	At Benchmark: 59%

Writing Achievement

Using teacher created grade level prompts, student writing scores are based on Common Core aligned rubrics.

Grade	Spring 2014	Spring 2015	Spring 2016
K	58%(52/89)	84%(53/66)	82%(49/60)
1	94% (65/69)	76% (71/94)	69%** (46/67)
2	85%(75/88)	79%(53/67)	76%(68/90)
School Total:	78%(192/246)	78%(177/227)	75%(163/217)

*Percentage scoring a 3 or better on common writing prompt (percentage at standard)

**First grade data based on a compilation score from spring report card

Math Achievement

Kindergarten: Percentage of students meeting the following benchmarks:

K.C.C.A.3 Write and recognize numbers to 20

K.C.C.B.4 Count to tell the number of objects up to 20

	Spring
2013-2014	76%(68/90)
2014-2015	95%(63/66)
2015-2016	93%(56/60)

First Grade: Percentage of students scoring at each level of proficiency based on the Bridges Comprehensive Growth Assessment given in the spring.

	Spring
2015 - 2016	Meets Standard: 58%(39/67)
	Approaching Standard: 30%(20/67)
	Strategic: 9%(6/67)
	Intensive: 3%(2/67)

Second Grade:

STAR Math computerized assessment is used to monitor growth during Fall, Winter, and Spring. Students who are at or above the 40%ile are considered At Benchmark.

	Fall	Spring
2013-2014	At Benchmark: 53%	At Benchmark: 68%
2014-2015	At Benchmark: 54%	At Benchmark: 64%
2015-2016	At Benchmark: 46%	At Benchmark: 60%

Component 2: Schoolwide Reform Strategies

Central Instructional Program: Description & Current Curriculum

School Context: In 2016-2017, Central Primary will be our 2nd year as a WAKids school, which provides free all-day kindergarten for all students. There are generally four classes at each grade level, with class sizes averaging 18 students in grades kindergarten through second. Student enrollment and funding challenges may necessitate a first/second grade split. We have 1.0 Title intervention staff, 0.5 LAP intervention staff, 0.5 Special Education Resource, and 0.45 Classified ELL support.

Core Curriculum:

Reading:

Central follows the adopted district reading curriculum from the McMillan-McGraw Hill *Treasures*. Students in grades K-2 receive reading instruction at their individual reading level, which includes those performing on-level, beyond, and approaching grade level expectations. Daily instruction is provided in a variety of models including small group and whole group direct instruction. Students who are at-risk also receive a double dose of instruction with the *Triumphs* intervention guide that aligns with *Treasures* and multi-sensory strategies from the Orton-Gillingham model. ELL support is from the McMillan-McGraw Hill *Treasures* curriculum as well. In addition, we have been building a book room filled with sets of books leveled with the Fountas and Pinnell Guided Reading system. These book sets will be available for checkout to support small group instruction in the classroom at student's individual F and P level.

Math:

This is our 2nd year with the district adopted math curriculum *Bridges*. It is aligned with Common Core standards. Teachers will continue to receive training and materials and provide feedback throughout the year to district administrators with regard to the program's strengths/weaknesses. Monthly assessments will be done to track growth and support staff will use the Bridges Intervention materials available online. Teachers also have access to Origo Intervention materials.

Second grade students will also participate in the online program, Reflex math, 3 times a week to build computational fluency.

Writing:

Writing lessons are embedded in the reading curriculum and integrated across other content areas. All grades use the 4-Square organizational tool, journals, and writer's workshop. Students receive instruction in *Handwriting Without Tears*, a hands-on printing program that includes language arts skills including sentence, word, and paragraph composition. Teachers will participate in the NWESD 189 P-3 Literacy Alignment Project. Kindergarten and First Grade teachers have finished 2 years of training and will continue to implement in their classrooms. Second grade teachers and Special Ed. staff are in year 2. The focus is support of developmental benchmarks for emergent readers/writers as they relate to Common Core; personal narrative, expository and opinion text feature. The key instructional approaches will be on the gradual release of responsibility using modeled writing, small groups and individual instruction with students.

First Grade will also be piloting a program called “Being a Writer”. This program comes with texts modeling different forms of writing and will be integrated with their P-3 instruction.

Additional Curriculum:

Students also receive instruction in Social Studies, Science, Health and Fitness, Social Skills, Music, Art and Library. In addition, they have weekly Computer Lab sessions and Technology is integrated into daily classroom instruction.

Central Instructional Strategies and Intervention

Reading:

- Structured reading blocks
 - 60 minutes, 5 days a week, full day kindergarten
 - 90 minutes, 5 days a week, for first and second grades
- Small group instruction K-2 includes differentiated instruction, leveled readers, and flexible grouping to meet all student needs
- First and second grade classes receive 30 minutes of EA time during their reading block. During this time, EA’s facilitate 2 small reading groups of beyond and/or on-level students.
- The instruction focuses on phonics, phonemic awareness, comprehension, fluency, and vocabulary. Leveled readers focus on fiction, nonfiction, and include ties to other subject areas including social studies and science
- Small group literacy centers
 - Word Work
 - Writing
 - Read to self
 - Guided reading
 - Phonemic awareness activities
- PGF (Professional Growth Fridays) for collaborative planning
- Title reading support (double dose) for students which is separate from the reading block.
 - Kindergarten: EA support
 - First and Second Grade: LAP and Title reading groups and intensive Title phonics groups (mixed classroom groups with certificated Title teachers)
- Support also includes one on one instruction from teachers, classified staff, and/or parent volunteers
- Focused use of parent volunteers in classrooms
- Access to Accelerated Reading program for increased comprehension practice and independent reading opportunities
- Progress monitoring for students who did not meet the reading benchmark
- Extended day (after school) small group literacy instruction, 4 days a week for several weeks, from certificated staff as funding allows

Math:

- Math block
 - 60 minutes, 5 days a week, full day kindergarten, first and second grades
- Monthly *Assessment Thursdays* are used to inform our teaching when planning intervention and enrichment. Grade level teams meet to discuss assessment results, make placement decisions, and monitor student growth.
- Shared commitment to fully implementing math program for cross grade consistency
- Hands-on activities and games which support developmentally appropriate learning opportunities are integrated into piloted curriculum
- Teacher intervention with specific skill groups
- Regularly scheduled intervention/enrichment time with Para Educator support for Kindergarten, and certificated Title support for first grade, based on Assessment Thursday data.
- Push-in math support with Title staff during classroom small group math time for 1st and 2nd grade
- All second grade students participate in the computerized fact fluency REFLEX Math Program 3 times a week for 20+ minutes
- Students are recognized for math achievement during Friday awards

Writing:

- Continued use of School wide adoption of specific graphic organizer (4-Square) while transitioning to P-3 Writing Model (David Mattison)
- Common grade level expectations for targeted instruction with an emphasis on modeling
- A wide variety of writing which engage all students (journals, poetry, free writing, prompts, writer's workshop etc.)
- Handwriting instruction from *Handwriting Without Tears*; using a variety of tools to include chalkboards, clay, music, magnetic boards, and workbooks
- Weekly authors' lunch with principal to recognize and celebrate writing effort
- Emergent writing assessment
- P-3 quarterly benchmarks
- Use of Tools such as story/text feature cards, journals (My Pictures and Stories, My Writing Journal, My Draft Book and teaching guides)
- First Grade will use Being A Writer curriculum to supplement their P-3 writing instruction

Collaboration:

Kindergarten, First, Second, and Title I staff meet in collaborative teams, as time allows, to align instruction and discuss individual student needs. Teacher teams meet regularly to design schedules, plan lessons, coordinate assessments and interventions. Because teachers have shared responsibility for all students in their grade level, fluid intervention groups are created and adjusted regularly. Our staff utilizes the Professional Learning Communities (PLC) model and much of our work together is based on this model of collaboration and intervention.

Each semester, grade level teams are released for 2 hours to meet with Title/LAP, Special Ed, Principal, counselor, and para support to discuss student academic needs, leveled grouping, intervention strategies, acceleration ideas, and have professional conversations about how best to support individual student academic needs.

School Reading Goal:

Kindergarten: 90% of kindergarten students will be instructionally at level D or above in the Spring of 2017 measured by the Fountas and Pinnell Reading Benchmark Assessment.

First Grade: 90% of first grade students will be instructionally at level J or above in the Spring of 2017 measured by the Fountas and Pinnell Reading Benchmark Assessment.

Second Grade: 90% of second grade students will be instructionally at level M or above in the Spring of 2017 measured by the Fountas and Pinnell Reading Benchmark Assessment.

School Math goal:

Kindergarten: To increase the number of students performing at or above benchmark by at least 10% in the spring of 2017 as measured by a teacher created assessment that aligns with Common Core Standards.

First Grade: To increase the number of students performing at or above benchmark by at least 10% in the spring of 2017 as measured by the end of year Comprehensive Growth Assessment from Bridges Math.

Second Grade: To increase the number of students performing annually at or above grade level in second grade by at least 10% in the spring of 2017 as measured by the STAR Enterprise assessment.

School Writing goal: To increase the number of students performing annually at or above grade level in all grades by at least 10% in the spring of 2017.

Goals will be measured by:

- **Kindergarten and First Grade:** Anchor papers/benchmarks for Kindergarten and First grade from the P-3 Literacy Alignment
- **Second Grade:** Teacher created grade level prompt and Common Core aligned rubric

Innovations

Maintain:

- Assessment and data collection tool for reading – Kindergarten and first grade teacher-created reading assessments continue to be used regularly to monitor progress and make instructional decisions
- Two hour weekly Family Support Liaison, with Spanish speaking skills- Literacy support for Spanish families and translation services
- Maintain current Certificated Title I staffing of 1.0 FTE

- Maintain current Certificated LAP staffing of 0.5 FTE
- Continue with “push-in” model for part of the Para Educator, Title I, ELL, Speech, Special Ed. support when appropriate
- School Wide daily reading homework with incentives (Tiger Folders)
- First and Second grade reading and math intervention/enrichment block with Para Educator and Title support
- Meaningful collaboration between teachers and classified staff on Professional Growth Fridays (PGF)
- Family Learning Nights—three evenings with snacks. Families may receive educational materials as support from community donations allows
- Increase technology programs to practice basic skills on library and classroom computers
- Annual teacher and parent input survey regarding school climate, student achievement, and parent involvement opportunities
- Discuss Parent/Teacher/Student Compact at fall conferences and return signed copies to school
- Title Teachers to continue using progress monitoring tools in reading
- Reflex Math in 2nd grade classrooms

New:

- Offer accessible parenting classes with child care provided
- Additional training for teachers related to assisting ELL students
- Enhanced book club open every morning with increased participation of all students, helping facilitate process for at risk students (may include adding some time during the day, or end of the day, for these students to read with adults at school— lunch/specialists/community volunteers/reading room possibly on the stage)
- Continue exploring ways to increase parent involvement at school and after school events
- Continue exploring ways to increase at home practice in reading and math
- Continue to align schedule to best support intervention blocks (first grade math and Kindergarten phonics groups, second half of the year) with support staff
- Increase opportunities for enrichment for all students with hands on learning and visual representations to help activate and develop prior knowledge (assemblies/field trips/guest speakers/family learning nights/virtual field trips/summer school/cooking)
- Pursue outside grants to help provide funds for innovative projects
- Teacher teams to research different classroom structures, including looping
- Kindergarten classrooms using Emergent Writing Assessment, P-3 quarterly benchmarks, Anchor papers, and Use of Tools such as story/text feature cards, journals (My Pictures and Stories, My Writing Journal, My Draft Book and teaching guides)

Intensive Literacy Improvement Strategies Framework	
1.	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Brigance • STAR • ESGI • Fountas and Pinnell Benchmark Assessment • WA KIDS Benchmarks
2.	<p>Best Practices and Instructional Practices</p> <ul style="list-style-type: none"> • Balanced Literacy Framework • Grade level and support staff collaboration • Small group instruction • Assessment driven flexible interventions • Individualized and Push-in instruction for identified ELL and SPED students • Building leveled classroom libraries • Leveled book sets for all grades for targeted small group instruction • Independent and guided choices for reading and writing daily
3.	<p>Intervention/Targeted Support</p> <ul style="list-style-type: none"> • Double/Triple dose of targeted reading instruction • Afterschool reading club • Take home book bags for daily reading practice at home • Additional progress monitoring for identified students with parent notification • Summer Academy
4.	<p>Professional Development</p> <ul style="list-style-type: none"> • Data Days for grade level and support staff • District Literacy professional development day • Classified staff training with district literacy coach • Article Study during Professional Growth Friday for all staff • Teaching and Learning coaches demo lessons for (new) teachers • K-4 Literacy Taskforce • Title/LAP cert staff monthly meetings

Component 3 – Instruction by Highly-Qualified Staff

All Central Primary Center staff members are considered to be “highly qualified”. All certificated staff have appropriate grade level or specialist endorsements. All educational assistants meet “highly qualified” standards as well, based upon educational levels obtained and/or passing the Parapro exam.

Component 4 – Next Steps for Professional Development

Certificated Staff

- Technology Trainings
- Professional Growth Fridays/Collaboration
- Data Dashboard
- P-3 Literacy
- Common Core
- Report Card
- IIRP Conference for Restorative Practices(5 teachers and 1 classified staff attending conference in Bellevue in October 2016)

Classified Staff

- ParaPro exam (PRAXIS Series)
- First Aid Training
- CPR training
- (1-15) competencies (district classes)
- District Literacy coach teaching classes on Comprehension strategies when working with a small reading group – 2-3 during 2016-17 school year

Component 5 - Attract High-Quality, Highly-Qualified Teachers:

Snohomish School District recognizes our Para educators who meet the Highly Qualified Standard by monetarily compensating them annually in December with a \$250.00 stipend.

For Para educators who do not meet the Highly Qualified Standard, we encourage those individuals to participate in a series of classes the District sponsors. The classes are offered free of charge to our Para educators to prepare them for the Educational Testing Service (ETS) Parapro Exam, one of the identified pathways by the state to meet the Highly Qualified Standard.

We also have contract language that provides annual monetary incentives for individuals who are enrolled in job related training or a program leading to a degree and are earning college credits while employed with the District. (Art. XVII, Sect. 17.10)

Recruitment Strategies - Snohomish School District's recruitment strategies include attending career fairs at local colleges, universities, career fair put on by Washington State Personnel Association and we also do some recruitment out-of-state for Special Education positions. Snohomish starts recruitment early in hopes of getting the highly qualified recruits before they go to other districts.

Retention Strategies – Snohomish School District’s retention strategies include offering Professional Learning Communities, Professional Development, Financial Incentives (i.e., tuition, support for National Board Certification, and taking of West-E), and Snohomish offers a mentor program for new teachers.

Induction Strategies – Snohomish has a full day orientation for all new staff, supported in-district professional development, an in-district professional certification program through a local university, a two year mentor program, weekly meetings, monthly cohort meetings, and book studies.

Component 6 – Strategies to Increase Parent Involvement:

Effective for the 2016-2017 school year-

- Develop procedures with our counselor, attendance secretary, and Spanish speaking family liaison on orientation for families new to Central Primary Center (students enrolled after the first day of school)
- Supplies given to families at kindergarten registration. Includes, a handbook with kindergarten readiness activities families can do during summer
- Evening events for the school year will include:
 - Ice Cream Social
 - Open House in September
 - Grade level music concerts
- Fall, spring and winter family learning nights –The Fall event will be Oct. 6th. The Winter event will be Jammies and Jingles Bells on Dec. 12th. It will focus on literacy and holiday fun. The Spring event will be a learning celebration and aligned with Take Off with Flight on May 4th. Suggested agenda would include: snack, teacher activities, family reading in the library with opportunity to check out school library books.
- Continue Watch Dog volunteer program and reevaluate their daily schedule
- PTA volunteer form will include a section for people who want to volunteer during the day but not necessarily in a specific child’s classroom. PTA form will also include a section for people to indicate if they have a special skill that may be beneficial to share (artist, scientist, etc.)
- Parent resources available for check out - in library
- Bilingual connection family meetings to provide training/orientation/support to our ELL families. Participants include, translator, librarian, ELL teacher, Title I teachers, Principal, and families

Innovations/Ideas to Increase Parent Involvement (next one to three years)

Technology innovations to be implemented over the next few years:

- Email distribution through Skyward available to individual classes
- Classroom websites

Parent Education:

- Friday afternoon parent training
- Educate parents on how to volunteer—specifically how to work with students during the day

Component 7—Transition Plans for Preschools and Between Grade Levels:**Preschool to Kindergarten:**

- Kindergarten teachers attend parent meeting for our largest preschool Early Childhood Education and Assistance Program (ECEAP) and educate parents on strategies to prepare their children for kindergarten.
- Students registering for kindergarten are assessed for learning and given a packet full of tools to assist them in preparing for kindergarten.
- Parents and students attend kindergarten orientation to receive knowledge about our school and kindergarten program
- ECEAP (Early Childhood Education and Assistance Program) spring visitation to Kindergarten classrooms

Kindergarten to First Grade and First to Second Grade:

- Classroom visits
- Pass on letter from students and pink/blue placement slips

Second Grade to Third Grade:

- Orientation for parents to learn about new school.
- Visits to new school to help student be familiar with building and teachers.
- Pass on letter from students and pink/blue placement slips
- Ongoing conversations with Emerson third grade staff to provide a smooth transition for our students (pen pals, yearend celebration, welcome packets)

Component 8 – Teacher Included in Assessment Decisions

All teachers will be involved with decisions regarding the use of assessment for improving student performance and instructional programs. Means of providing measurement of student progress will include progress monitoring and STAR Enterprise for reading and math, curriculum-based classroom assessments in math and reading, IEP, progress reports, language proficiency test, and 2nd grade state required running record (ARI). Teachers will be involved in assessment decisions through: grade level meeting discussions, staff meeting discussions, participation in Child Study team, IEP meetings, and collaboration meetings.

Component 9 – Provide Assistance to Students Experiencing Difficulty

- Core instruction for all students using district adopted curricula addressing all Common Core standards.
- Differentiated instruction within the classroom
- Flexible groups will be determined by: assessment Thursday math data, progress monitoring for students not at benchmark in reading, end of unit reading assessments, and teacher observations
- Additional support and progress monitoring provided by Title I instructional staff
- Volunteer and/or Para educator support to provide differentiated instruction in smaller flexible groups for acceleration and additional practice. Para educators may be monitoring students working on or above grade level while the classroom teacher instructs students who are performing below grade level
- ELL students served in pull-out program when necessary or in-class support by ELL teacher when possible
- ELL Kindergarten students provided additional support in an extended day program
- Child Study Team meets weekly to discuss individual student needs, interventions in place, and possible further evaluation
- Extended Day program offered for all grade levels (if funds available)
- District Summer School/ESY (if funds available)

Component 10 – Coordination/Integration of Fed/State and Local Services

2016-2017 Data

Funding Source	Amount	How funds Meet Intent and Purpose
Title I Part A	\$177,267	Provide additional support for students at risk in reading and math
State BEA	\$1,827,691	Provide core instruction
State LAP	\$62,603	Provided targeted assistance to students below grade level in literacy
Local Levy	\$532,301.61	Provide CORE reading and math instruction
Total	\$2,067,561	

Schoolwide Programs may combine:

- Most Department of Education Federal Programs
 - Title I, Part C, Migrant, Title VII Indian Education, and IDEA, Part B may be combined subject to restrictions-See OSPI Bulletin 77-07
- Local Funds
- State Basic Education Funds

Most state programs, such as State Special Education, State Highly Capable and State Transitional Bilingual are only for specific students and may not be combined

Central Primary Center
Title School Plan

Review Date: 6-15-16

Review Committee Members:

<u>Jan M. LePax</u>	parent
<u>[Signature]</u>	parent
<u>Heidi Rothgeb</u>	principal / administrator
<u>Shannon Keeman</u>	kindergarten teacher
<u>Monique Norris</u>	first grade teacher
<u>Jane Cunningham</u>	second grade teacher
<u>Erica Fague</u>	Title teacher
<u>Joyce Myhre</u>	Title/Resource teacher
<u>_____</u>	District Approval