

**Title I, Part A Schoolwide Plan**

Name of Building: Central Primary Center  
District: Snohomish School District #201  
Current Date of Plan: 2019-2020

**Central Elementary School  
Snohomish School District 201**

<p>Title I School 2019-2020</p>
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221 Union Ave.  
Snohomish, WA 98290

Dr. Kent Kultgen, Superintendent  
(360) 563-7280  
1601 Avenue D  
Snohomish, WA 98290

Teresa Jansen, Title I Coordinator

Heidi Rothgeb, Principal

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**School Mission Statement:** We are a Title 1 primary center serving the needs of pre-school to 2<sup>nd</sup> grade. We educate, support, and nurture young children. We focus on building relationships and establishing partnerships with our families and community. We care about building a strong foundation in learning, citizenship, and community to foster a life-long desire to learn, be caretakers and future leaders.

### School Wide Program Planning Team

This Title I School-wide Plan is designed to help facilitate systemic change in the entire education program. The purpose of this plan is to increase the academic achievement of educationally disadvantaged students by providing better services for all students.

The names below represent members of the staff and parent community who have worked together in researching, developing, and reviewing this plan.

<b>Name</b>	<b>Role</b>
Heidi Rothgeb	Principal
Erica Fague	Title I/LAP teacher
Sheri Sebastian	Title I/SPED teacher
Shannon Leeman	Kindergarten teacher
Monique Norris	First grade teacher
Janet Cunningham	Second grade teacher
Connie Hellmund	ELL teacher
Carol Meyer	Title I Para Educator
Paul Kuntz	Parent/community member
Jenifer Logan	Parent/community member

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<p><b>School Mission</b>                  We are a Title 1 primary center serving the needs of pre-school to 2<sup>nd</sup> grade. We educate, support, and nurture young children. We focus on building relationships and establishing partnerships with our families and community. We care about building a strong foundation in learning, citizenship, and community to foster a life-long desire to learn, be caretakers and future leaders.</p>	<p><b>District Vision</b>                  Our vision at Central Primary Center is to support our district’s academic mission by ensuring that every student receives the time and support needed to learn at high levels and to access or surpass grade-level standards.</p>
<b>Component #1: Needs Assessment</b>	
<b>Procedures to Support Your Comprehensive Plan</b>	
<p>Plan</p>	<p>Central Primary Center is one half of a larger school community. Pre-school 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.</p> <p>As we plan for our tenth 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.</p> <p><b>School Profile</b>                  Central Primary is one of ten elementary schools in the Snohomish School District and is located in historic downtown Snohomish. As of May 2019, our student population is 216 pre-school 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 25 certificated staff, and 19 classified staff with our students in the preschool through second grade program. The 2019-2020 school year will be our 5<sup>th</sup> year as a WAKids school, which provides free all-day kindergarten for all students.</p> <p>Student enrollment and funding challenges may necessitate a first/second grade split. We have 0.5 Title intervention staff, 0.5 LAP intervention staff, 0.5 Special Education Resource, and 0.45 Classified ELL support.</p> <p>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.</p> <p>Central received a grant for the 2018-19 and 2019-20 school year to focus on Trauma Informed Practices. This grant will provide training to teachers about how best to help students who deal with trauma in their daily lives and/or students that have had large traumatic events. This grant will provide training using the PATHS social emotional curriculum. In response to this need in our school, the district is</p>

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staffing Central with a full-time counselor. We will also be sharing a Behavior Specialist with Emerson, our intermediate campus.

Current information on Central/Emerson’s demographics from OSPI report website:

**\*2018 data to be added when it becomes available**

May 2018 Student Count (P-2<sup>nd</sup>-not counting ECEAP).....216

**Ethnicity**

- American Indian/Alaskan Native.....0.0%
- Asian.....1.9%
- Black.....1.3%
- Native Hawaiian/Other Pacific Island.....0.3%
- Hispanic.....23.2%
- White.....67.5%
- Multi-race.....5.7%

Free and Reduced Lunch for Central ..... 43%

\*Special Education for Central.....33.8%

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

Transitional Bilingual for Central (ELL).....6.7%

Migrant.....1.0%

Section 504.....2.5%

**Free/Reduced Lunch Percentages(K-2)**

Year	Percentage
May 2015	52%
May 2016	48%
May 2017	48%
May 2018	47%
May 2019	43%

**ELL Enrollment Data(K-2)**

Year	ELL student enrollment	% of K-2 population	# transitioned
May 2015	36	13%	8
May 2016	32	15%	2
May 2017	25	10.9%	3
May 2018	21	12.2%	0
May 2019	28	15%	3

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	<p><b>Attendance Data:</b>                  Out of all the days possible, our students' absentee rate is 5%. This includes excused and unexcused absences. All daily absences are called, if not notified by families in advance. When students have a significant number of absences, they are contacted via phone and/or a letter to improve school attendance. Other interventions include: parent meeting with principal and/or counselor, automated phone calls, attendance contracts, and consultation with the district BECCA officer. Central has a goal of reducing both excused and unexcused absences and tardies. We post our daily attendance total on the front door and in the main office as part of our way of educating parents on the importance of regular daily attendance and the impact it has on learning.</p>																																				
Do	<p><b>Reading Achievement</b></p> <p><b>Fountas and Pinnell:</b>                  The Fountas and Pinnell Benchmark Assessment System (BAS) is a reading screening to identify and track progress of students. All students at Central Primary will be assessed with this measure 3-4 times a year. Students requiring intervention will be identified with this tool.</p> <p><b>Kindergarten:</b>                  *Kindergarten data is mid-year and end of the year</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 33%;">2018-2019</th> <th style="width: 33%;">Mid Year*</th> <th style="width: 33%;">End of Year</th> </tr> </thead> <tbody> <tr> <td>Meets/Above</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td>Approaching</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">16%</td> </tr> <tr> <td>Below</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">16%</td> </tr> </tbody> </table> <p>Benchmark Standard:                      January: Level B                      June: Level D</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 33%;">2017-2018</th> <th style="width: 33%;">Mid Year*</th> <th style="width: 33%;">End of Year</th> </tr> </thead> <tbody> <tr> <td>Meets/Above</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">57%</td> </tr> <tr> <td>Approaching</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Below</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">23%</td> </tr> </tbody> </table> <p>Benchmark Standard:                      January: Level B                      June: Level D</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">2016-2017</th> <th style="width: 33%;">Mid Year*</th> <th style="width: 33%;">End of Year</th> </tr> </thead> <tbody> <tr> <td>Meets/Above</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">81%</td> </tr> <tr> <td>Approaching</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td>Below</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">6%</td> </tr> </tbody> </table> <p>Benchmark Standard:                      January: Level B                      June: Level D</p>	2018-2019	Mid Year*	End of Year	Meets/Above	49%	68%	Approaching	34%	16%	Below	17%	16%	2017-2018	Mid Year*	End of Year	Meets/Above	40%	57%	Approaching	29%	20%	Below	31%	23%	2016-2017	Mid Year*	End of Year	Meets/Above	23%	81%	Approaching	34%	13%	Below	43%	6%
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**Second Grade:**

**STAR Reading:** The STAR Reading computerized is a district assessment used to monitor growth at the beginning, middle, and the end of year. Students who are at or above the 50%ile are considered At Benchmark.

2018 - 2019	Beginning of the Year	End of the Year
At Benchmark:	43%	53%
On Watch:	26%	24%
Intervention:	1%	5%
Urgent Intervention:	30%	18%

2017 - 2018	Beginning of the Year	End of the Year
At Benchmark:	41%	54%
On Watch:	23%	25%
Intervention:	14%	8%
Urgent Intervention:	23%	13%

### Math Achievement

**Second Grade:**

**STAR Math:** The STAR Math computerized is a district assessment used to monitor growth at the beginning, middle, and the end of year. Students who are at or above the 40%ile are considered At Benchmark.

2018 - 2019	Beginning of the Year	End of the Year
At Benchmark:	39%	49%
On Watch:	16%	11%
Intervention:	22%	21%
Urgent Intervention:	23%	19%

2017 - 2018	Beginning of the Year	End of the Year
At Benchmark:	54%	62%
On Watch:	13%	25%
Intervention:	20%	4%
Urgent Intervention:	13%	10%

2016 - 2017	Beginning of the Year	End of the Year
At Benchmark:	47%	62%
On Watch:	13%	8%
Intervention:	18%	13%
Urgent Intervention:	21%	17%

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	<p style="text-align: center;"><b>Family Engagement and Support</b></p> <p><b>Family Learning Night Attendance:</b> We held two Family Learning Nights.</p> <table border="1" data-bbox="467 457 1242 569"> <thead> <tr> <th>Event</th> <th>Number Attended</th> </tr> </thead> <tbody> <tr> <td>Jammies and Jingle Bells</td> <td>450</td> </tr> <tr> <td>Imagine Children’s Museum</td> <td>148</td> </tr> </tbody> </table> <p><b>Parent Needs Assessment Results:</b> All Central families received a parent needs assessment survey in May 2019. 17% of the surveys were returned. Below is a summary of data collected.</p> <ul style="list-style-type: none"> <li>• 84% of families liked the 6:00-7:30 time for events</li> <li>• Families liked that events included hands on activities and student performances</li> <li>• Families felt there was good communication between home and school</li> <li>• A few surveys reflected parent concerns with communication regarding volunteer opportunities and schedules. It was suggested that multiple reminders need to be sent out throughout the year verses just beginning of the year.</li> <li>• A theme among several surveys was that parents want more communication from their child’s teacher about how students are performing in school academically. Most felt they were informed by newsletters about what was happening at school, but would like additional updates on student performance and behavior (if applicable)</li> <li>• Due to the low return rate of this year’s survey, we will create and send home an electronic survey to families in spring 2020 to increase parent participation in providing us feedback.</li> </ul>	Event	Number Attended	Jammies and Jingle Bells	450	Imagine Children’s Museum	148
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Study	<p><b>Benchmark Assessment System (BAS) Data Analysis:</b> We have students that are in the approaching level on the BAS. Traditionally these students have not been served in Title groups. In September, we plan on using June’s end of year data to identify these students quickly and run leveled acceleration groups to meet the grade level BAS benchmark. We will research methods of accelerating these students, with the goal of giving them a boost in the fall, and then working as a staff on strategies to support them in their classrooms. This professional development work will be connected to district initiatives around MTSS and creating Tiered intervention systems.</p> <p><b>Family Engagement Data Analysis:</b>                  Our parent needs assessment results show us that attendance to Family Learning Nights is higher when student performances are included (i.e. Jammies and Jingle Bells). During the 2019-2020 school year, we will explore additional ways to highlight student learning at these events through readers theaters, poems, etc.</p>						



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	<p>Knowing that schedules change for families, Central will do a campaign in January, "New Year, New Opportunities to be Involved". This campaign will include inviting parents to learn more about classroom, building, library, and playground volunteer opportunities.</p>
Act	<p>The following adjustments and modifications to improve the effectiveness of our program will be made based on our 2018-19 data.</p> <p><b>Approaching Students Action Steps:</b></p> <ul style="list-style-type: none"><li>• Implement early identification by previous year's scores and current data</li><li>• Implement September acceleration groups with Title staff</li><li>• Parent communication by September 30 for students receiving intervention</li><li>• Daily take home reading program in place by Fall conferences for K-2</li><li>• Continue Title staff teacher collaboration meetings</li></ul> <p><b>Family Engagement Action Steps:</b></p> <p><b>Parent Compact:</b> At fall conferences, parents, teachers, and students set goals and make a commitment to support learning by completing the parent/teacher/student compact. It is signed and kept on file at school.</p> <p><b>Evening events for the school year will include:</b></p> <ul style="list-style-type: none"><li>• Ice Cream Social</li><li>• Open House in September</li><li>• Grade level music concerts</li><li>• Family Learning Nights, as budget allows</li><li>• Parent Teacher Conferences</li><li>• Continue 2<sup>nd</sup> Grade Reading Partnership Meetings</li><li>• Add a 1<sup>st</sup> Grade Reading Partnership Meeting</li><li>• Family Book Clubs</li><li>• Musical Theatre opportunities</li></ul> <p><b>Parent Communication:</b></p> <ul style="list-style-type: none"><li>• 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)</li><li>• Families new to Central are contacted two weeks after they started for a welcome "check in". The office staff call and answers questions for them and passes any concerns they might have on to the principal to be addressed.</li></ul>

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### Component #2: Schoolwide Reform Strategies

#### Procedures to Support Schoolwide Reform Strategies

Plan

#### **Behavior Systems:**

Central received a grant on Trauma Informed Practices for the 2018-19 and 2019-20 school years. This grant will provide the staff with training on how to help students be successful learners who have experienced a traumatic event or deal with continued trauma on a regular basis. This grant will provide the PATHS social/emotional curriculum for all teachers to implement in their classroom as well as regular training for staff with the leaders of the grant team.

With the trauma grant we are implementing a Student Internalizing Behavior (SIBS) Student Externalizing Behavior (SEBS) Screener. This screener is done 3 times a year with all students. Each section contains seven items that have been shown by scientific research to be valid indicators of students at risk for experiences failures in school and beyond. The SIBS section focuses on internalizing behaviors such as depressive, withdrawn, avoidance, anxious. The SEBS section focus on externalizing behaviors such as acting out, disruptive, disrespectful, and harmful and/or destructive to learning environment or others. A student that is identified as at risk then may receive 1 or more of the following: Assessment of Lagging Skills and Unsolved Problems (ALSUP) followed by a "Plan B" meeting with myself, teacher, and student, Daily check in/check out, behavior chart, social/emotional small group, 1 on 1 lesson support with counselor or behavior coach or any other intervention necessary.

Being a school of young learners the majority of behavior management falls under adult intervention, instruction, and giving students strategies for conflict resolution (Kelso). Our desired outcome is to teach our students to live, work, and learn together in a positive and safe school environment. Many of our staff members have been trained and are implementing the strategies from Restorative Practices. Our staff has determined that the use of these practices is a priority for the culture of our school. This will continue to be common practice in our building and a professional growth focus. Our building's priority centers around teachers continuing to use class circles to help build community and solve problems.

#### **Multi-Tiered System of Support:**

In response to our district initiative to implement MTSS, we will be staffed with a 0.5 Literacy Coach. We will include a focus on students performing at the Approaching and Below level. In reading it is measured by the Fountas and Pinnell benchmark assessment. In Math it will be measured by Bridges End of Unit Assessments. To ensure that we attain the following goals, student progress will be monitored throughout the year and acceleration for below grade level students will be administered by the classroom teacher in targeted small group instruction and acceleration support from Title/LAP staff.

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	<p>As a building we have set a rotating grade level and MTSS team meeting schedule. Each grade will meet every week and with the MTSS team every 6 weeks to discuss student growth and progress. At these meetings we will be making instructional decisions and design intervention plans for those in need.</p> <p><b>Tier I</b> – Progress Monitor students who are approaching current reading level every 3 weeks – 20 minutes reading group, 5x a Week (4 days of instruction and 1 day of monitoring done by classroom teacher), Outside of Core Instruction; F &amp; P/Reading A-Z monitored every 3 weeks.</p> <p><b>Tier II</b> – Progress Monitor students who are BELOW current reading level every 2 weeks – 20 minutes reading group, 5x a Week (4 days of instruction and 1 day of monitoring done by classroom teacher), Outside of Core Instruction; F &amp; P/Reading A-Z monitored every 2 weeks. PLUS 30 minutes of Title/LAP or SPED Intervention for Reading 4x a week.</p> <p><b>Tier III</b> – Progress Monitor Every Week – 20 minutes of Intervention for Reading Daily, 5x a Week (4 days of instruction and 1 day of monitoring done by classroom teacher), Outside of Core Instruction; F &amp; P/Reading A-Z monitored every week. PLUS 30 minutes of Title/LAP or SPED Intervention for Reading 4x a week, Plus <i>(Possible interventions: 15 minutes of 2-1 or 1-1 intervention from Title/LAP or new literacy specialist or 30 minutes of Fridays or a combination of the two)</i></p>
Do	<p><b>Central’s Family Book Club:</b> Central’s Family Book Club is run by our library. It is a fun and meaningful way for families to spend time reading together. Students will receive a free book to read with their family. Upon completion of the book, families will meet for a Family Book Club Night where they will discuss important parts of the story while participating in interdisciplinary activities that include drama, STEM, art, and writing. This night will provide a casual yet engaging atmosphere where families can connect, share, and celebrate reading!</p> <p><b>Family/Teacher Team Meetings:</b> In the 2019-2020 school year, second grade will have two parent meetings and first grade will pilot with one meeting in January. These meetings are for engaging families in the growth of their student’s reading development as measured by the BAS.</p> <p><b>1<sup>st</sup> Grade:</b>          The content for this meeting will be determined by the first-grade team in fall 2019. The focus will be based on student academic needs in reading.</p> <p><b>2<sup>nd</sup> Grade:</b>          This program will include:</p> <ul style="list-style-type: none"> <li>• Family invitations and sign-ups at Open House (save the date flyer)</li> <li>• Parents will learn about the Fountas and Pinnell leveled reading program</li> </ul>

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- Teachers will talk about what they are doing in class to support students in leveled small groups, with appropriate materials
- Student folders with comprehension questions and materials
- List of resources for parents will be provided (bookwizard, Sno-Isle library connection)
- Training and materials for reading leveled passages at home
- Take home book bag program will be explained and implemented during October meeting
- At the October meeting, parents will set a goal for their child to meet before the March meeting
- New students that enroll during the school year will be invited in for a meeting with classroom teacher and reading specialist to get their materials and be introduced to our program

### **School Reading goals:**

**Kindergarten:** Based on our work with MTSS to determine intervention strategies and classroom instructional changes, 90% of kindergarten students will be instructionally at level D or above in the Spring of 2019 as measured by the Fountas and Pinnell Reading Benchmark Assessment.

**First Grade:** Based on our work with MTSS to determine intervention strategies and classroom instructional changes, 90% of first grade students will be instructionally at level J or above in the Spring of 2019 as measured by the Fountas and Pinnell Reading Benchmark Assessment.

**Second Grade:** Based on our work with MTSS to determine intervention strategies and classroom instructional changes, 90% of second grade students will be instructionally at level M or above in the Spring of 2019 as measured by the Fountas and Pinnell Reading Benchmark Assessment.

**The use of technology to facilitate instruction:** Technology is ever changing and professional development around the latest products to enhance student learning is necessary. In addition, professional development around the network system and data collection programs is needed in order to have access to the latest data to inform instruction.

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### Central Instructional Strategies and Intervention

**Literacy:** A new adoption of Fountas and Pinnell Classroom was implemented in the fall of 2018-19.

- 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 a Multi-Tiered System of Support, leveled readers, and flexible grouping to meet all student needs twice a day (as needed)
- 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 while classroom teacher and Title/LAP support teachers accelerate intensive need and approaching students.
- The instruction focuses on phonics, phonemic awareness, comprehension, fluency, and vocabulary. Teachers have access to the district provided Fountas and Pinnell Classroom Reading curriculum and our school's collection of leveled readers that 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
- Kindergarten EA support for students needing acceleration
- Progress monitoring for students who did not meet the F and P reading benchmark
- Take home book bag program for all grades
- Build reader response into small group instruction
- Grade level libraries for Fountas and Pinnell Guided Reading were created in 2018-19 and are accessible for all
- All first-grade students will use *Being a Writer* curriculum as a support for the P-3 Writing model
- Additional and ongoing professional development for teaching staff to include para educators

### Transitions Between Grades and Schools

#### Preschool to Kindergarten:

- Students registering for kindergarten are given a backpack full of tools to assist them in preparing for kindergarten.

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- 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
- All kindergarten families will have an individual meeting with their classroom teacher during the first 3 days of school as part of the WAKids Family Connections component. The Family Connections meeting is an opportunity to welcome families to our school, allowing families and teachers to partner together as we get to know their child, before the school year begins.
- All students will transition from each grade level with a Fountas and Pinnell Reading folder that includes a record of their reading growth.

### **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)
- All students will transition from each grade level with a Fountas and Pinnell Reading folder that includes a record of their reading growth.

### **Behavior Systems:**

- Paths training in August for all staff
- Staff retreat focused on Trauma Informed Practices
- Regular trainings on Trauma Informed Practices will continue through-out the school year for all staff, administer SIBS\SEBS 3 times a year
- Restorative Practices leadership team has been formed and will support teachers as they work on using these strategies in their classroom
- Staff will continue daily 10-minute meeting format

**Take Home Book Bag System:** We will build a take home reader system for all students to borrow books to read at home at their level.

### **Professional Growth:**

- 7 staff members attended the RTI Institute conference (MTSS) in summer 2018
- August FIT institute and PGF time to focus on MTSS
- Training on PATHS social skills curriculum
- Staff retreat focusing on Trauma Informed Practices
- 5 staff members attended the Introduction to Fountas and Pinnell Classroom Conference in May 2019
- 0.5 Literacy Coach on site to support teachers

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	<ul style="list-style-type: none"> <li>• Additional and ongoing professional development for teaching staff on FPC to include para educators</li> </ul>
Study	<p><b>MTSS:</b>                  A meeting schedule for grade level team and the MTSS guided coalition has been established. We will use these meetings to make instructional changes and modify our leveled reading groupings based on student need and performance.</p> <p>We will establish a mid-year meeting to address and evaluate the strengths and challenges of our new curriculum adoption, trauma grant work, and MTSS system. Because Trauma Informed Practices and MTSS are both relatively new frameworks for the staff, we will be working together to learn and check our shared understanding of these systems. We will continually work to make sure that we have common understandings of these practices. MTSS is a district initiative, so we expect that there will be additional professional development and support involved in understanding this framework.</p>
Act	<p>Based on student academic performance, we will review our program, make adjustments, and modify curriculum as needed.</p> <p><a href="#">Click or tap here to enter text.</a></p>
<b>Component #3: Activities to Ensure Mastery</b>	
<b>Procedures to Support Your Activities to Ensure Mastery</b>	
Plan	<p><b>Strategies to Achieve Mastery:</b></p> <ul style="list-style-type: none"> <li>• Use MTSS meetings to make instruction changes for Tier 1 students, including most at risk. In response to reviewing student data on reading assessments, the MTSS committee will recommend teachers and support staff implement instructional changes to better meet individual student needs through Tier 2 intervention. These instructional changes will be determined by the MTSS committee, which includes the classroom teacher.</li> <li>• Track students who are approaching with Bridges Math Unit assessments</li> <li>• Students that are reading below grade level on the F and P Benchmark Assessment will receive additional support to reach grade level through the LLI systems, uninterrupted Tier 1 classroom instruction, and classroom intervention.</li> <li>• Shifting intervention services to align with the MTSS approach to ensure students do not miss their Tier 1 classroom instruction.</li> <li>• Increase family engagement with regular and specific to their child’s needs information shared with parents throughout the year. We will build a partnership and help parents support their kids at home</li> <li>• Title staff collaborate with teachers on how to accelerate student learning in the classroom through attending grade level meetings and MTSS meetings.</li> </ul>

## Title I, Part A Schoolwide Plan

Name of Building: Central Primary Center  
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Do	<p><b>Progress Monitor:</b> Frequent Leveled assessments from BAS and Reading A-Z will be used to track student growth based on a students' Tier level of need and intervention.</p> <p><b>Grade Level Support Team (GLST):</b> Grade levels will be on a 6-week rotation for meeting with the Guiding Coalition Team. Teachers will be released from their classrooms using sub time to meet with the team. These meetings will focus primarily on Tier 2 and 3 students. As a team, we will analyze progress monitoring data and make instructional changes to best meet the needs of each student discussed that day. We will engage in learning deeper on the implementation of the FPC materials. We plan on releasing teachers with sub time to</p> <p><b>Grade Level Meetings:</b> Each grade will hold a meeting weekly. These meetings will focus on student results for classroom assessments and progress monitor results, which are used to plan and adjust grouping for acceleration.</p> <p><b>Student Intervention Team (SIT):</b> This team meets weekly to discuss our highest need students. The team includes: school psychologist, counselor, principal, resource teacher, speech/language pathologist, occupational therapist, Title/LAP teacher, classroom teacher, and parents. The purpose of this meeting is to support classroom teachers with their highest needs students and make academic decisions on interventions and possible referrals for further evaluation.</p> <p><b>Fountas and Pinnell Leveled Literacy Intervention Kits (LLI):</b> Title/LAP and SPED staff will use the LLI kits to accelerate student learning for students in Tier 2 and 3. These groups will be flexible between classes and targeted at each student's level and students will transition between groups as they progress. Groups will be between 2-4 students. Students will be identified as needing Tier 2, Tier 3, or a combination of interventions and progress monitored to ensure they are working on the appropriate level to provide targeted acceleration. Additional communication will be used to ensure families know how best to support learning at home.</p>
Study	<p><b>GLST:</b> Through the MTSS and grade level team meetings process, we will evaluate if our instructional changes and decisions are accelerating student growth. If not, further data will be collected and reviewed to determine what factors/barriers and impacting student's growth.</p> <p><b>Fountas and Pinnell Leveled Literacy Intervention Kits (LLI):</b> The LLI kits are designed to provide intensive support to students below grade level. They are aligned with the Fountas and Pinnell Benchmark assessment system that is implemented with all our students. These kits are fast paced, use high quality texts, and are designed to get students up to grade level.</p>
Act	<p>We will hold a mid-year review meeting to determine if any modifications are required. These include changes to our meeting schedule, progress monitor system, or the method we make instructional changes for Tier 2 and 3 students.</p>



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	<p><b>Summer Science and Arts Academy:</b> Central awarded 32 scholarship spots for students in the 2018-19 school year. We anticipate the same number for next summer. This program has been an effective way for students to remain engaged in learning over the summer. Scholarship eligibility is determined by the following criteria: financial need, academic need, experiential need, and/or attendance commitment. This summer program provides breakfast and lunch to students. Students choose from a variety of engaging, hands-on classes that often include rich field trips experiences.</p>
<b>Component #4 Coordination and Integration</b>	
<b>Procedures to Support Your Coordination and Integration of Services</b>	
Plan	The district Title 1/LAP director creates a district wide budget for Title 1 and LAP each year in February based on estimated allocations. We use need measures, enrollment numbers, and comprehensive data to determine allocations and Title 1 buildings based on all federal and state guidelines. We also set aside funds for Equitable Private Schools participation and Support of Homeless Students under McKinney Vento. This proposal is then approved by the Superintendent’s Cabinet in March and communicated to schools as initial information in May. Upon receipt of the district’s actual allocations, these budgets are adjusted.
Do	In order to best meet the needs of all students, district staff collect information from our Title 1 schools regarding their staff and student needs, look at comprehensive school and district data, and combine funds for BEA, Title 1, and LAP services. We do not combine any Special Education, Transitional Bilingual, or Migrant funds.
Study	Based on the school’s schoolwide plans, we build a specific budget for Title 1 and submit to OSPI as part of iGrant application FP201.
Act	LAP: 0.5FTE Certificated staff TITLE 1: .6 FTE Certificated Staff, 1 hour per day classified All allocated time is directed to K-2 reading intervention. Services are provided in a pull-out and push-in model using LLI systems from Fountas and Pinnell as the primary intervention materials.

## Title I, Part A Schoolwide Plan

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### Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents and Purposes of the Program will be Met
<b>Basic Education (including Local Levy BEA)</b>	\$1,969,678.00	Basic Education funds are used to support core instruction and staffing.
<b>Title 1, Part A</b>	\$104,529.87	Title 1 funds are used to support students who need additional support in ELA and Math.
<b>LAP</b>	\$95,277.93	LAP funds provide target assistance for students who need additional support to meet standards in ELA.
<b>Total</b>	\$2,169,485.80	

**Title I, Part A Schoolwide Plan**

Name of Building: Central Primary Center  
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Central Primary Center  
Title School Plan

Review Date: 6-17-19

Review Committee Members:

<u>Jen Sogem</u>	parent
<u>Paula</u>	parent
<u>Helen Rothgeb</u>	principal / administrator
<u>Shamm Cheeue</u>	kindergarten teacher
<u>Monique Norri</u>	first grade teacher
<u>Jane Cunningham</u>	second grade teacher
<u>Erica Fague</u>	Title teacher
<u>Shei Sebastian</u>	Title/Resource teacher
_____	District Approval