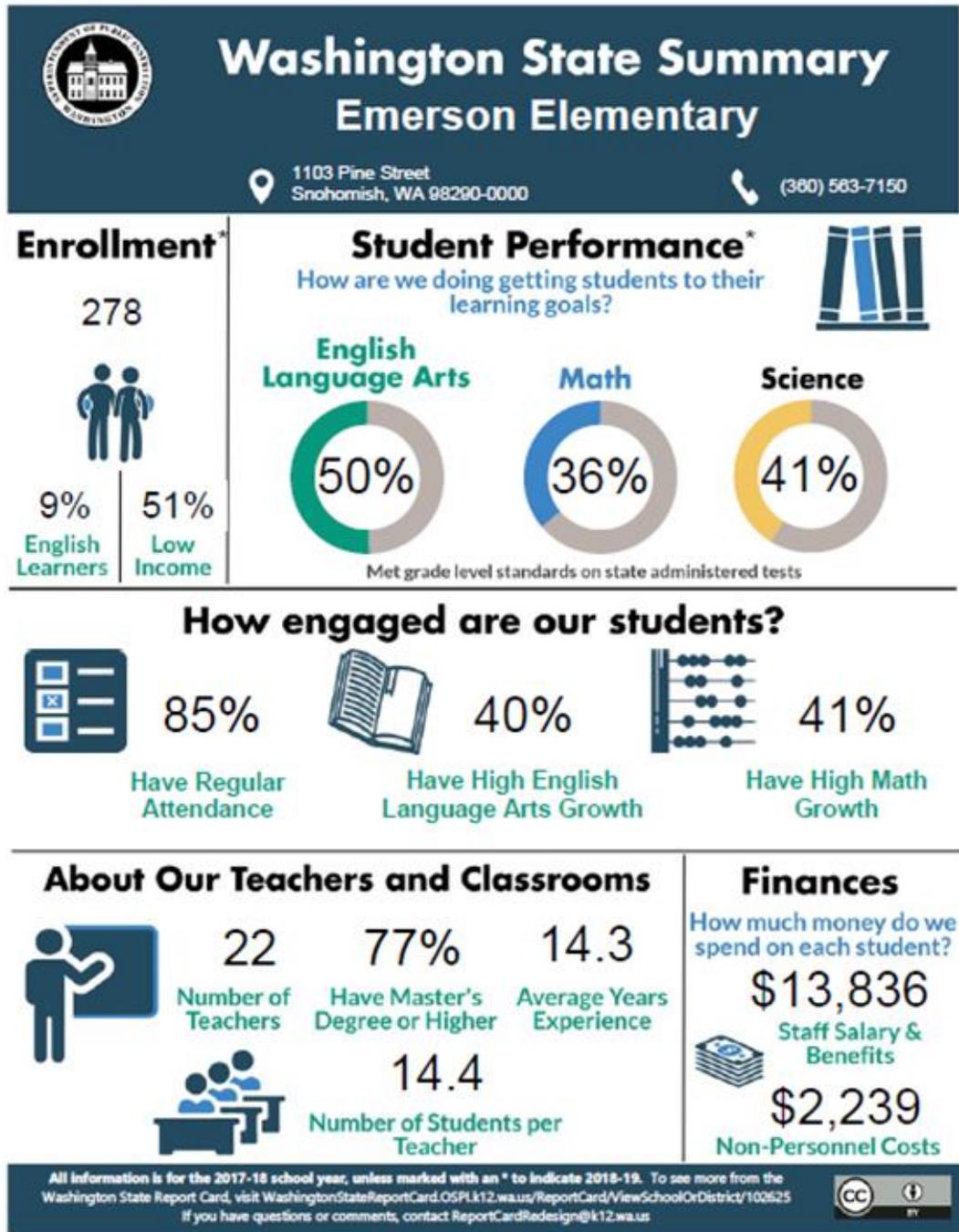


# Emerson Elementary

## Principal: Craig Church

<b>Title I, Part A Schoolwide Plan</b>	
<b>Name of District/Building: Emerson Elementary School</b>	<b>Date: July 10, 2019</b>
<b>Mission</b>  Emerson Elementary - Where We Are Focused upon Each Student's Growth	<b>Vision</b>  At Central-Emerson, we come together in building a strong community, where we can continually develop, exercise our passion, and enjoy our lives as educators.
<p><b>Component #1: Needs Assessment Strengths and weaknesses impacting student performance. Sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program, however, emphasis on strategies that help struggling learners.</b></p> <p><b>Describe student demographics, levels of achievement, family involvement, atmosphere, and staffing.</b></p> <p><b>Includes outcomes, how the schools use data to reach outcomes – include detailed analysis of student subgroups. Also examine student, teacher, and school community strengths and needs.</b></p> <p><b>Includes both District and Building priorities and concerns. Schools also provide strengths and weaknesses of their Title 1, Part A Program.</b></p>	
<b>Procedures to Support Your Comprehensive Plan</b>	
Plan	<p>Identify purpose, desired outcomes, and success criteria.</p> <p>Emerson’s purpose it to provide a strong learning environment to support the growth of the whole child and develop the skills of educators to meet that purpose. In that vein, we seek to find new ways to address the effects of trauma on students, given that our free and reduced lunch count annually hovers around 50%. We work hard to develop our skills in addressing literacy, working on workshop models to support the reading and writing needs of students. We want to improve our processes in addressing the needs of our struggling learners, many of who have been identified through OSPI’s new school improvement framework.</p>



**Family Involvement:** Emerson hosts two family involvement nights during the school year. The first night is within the first month of school. Each grade level presents an essential standard their child is expected to learn. Teachers then teach games or

## Title I, Part A Schoolwide Plan

activities that can be played as a family to help the student with practice. All families are provided with the materials they need to perform these tasks at home. Families practice for a month before the first set of conferences. Families then meet with their child's teacher to discuss what went well, not so good, and where to go next. The second family involvement night is a Science Night. Students are taught the Scientific Method and/or Engineering Design Method during the school year. Families are asked to work together with their children to conduct a science experiment or engineering design project at home. Each student is given a tri-fold board to showcase their project. Families then come to Science Night where the projects are exhibited. Furthermore, our literacy coach hosts a parent reading mentor group where volunteers are instructed in the best strategies to confer with students about their reading. Parents then volunteer in classrooms, having a dialogue with students regarding what they are reading. We obtain parent feedback on these events through an informal survey posted. Families respond to questions asked by placing sticky dots on their reply.

Regarding the required state assessment, families are notified of upcoming test dates throughout monthly and weekly newsletters. An assessment calendar is included so families know which days their child(ren) will be tested and in which category. In addition to the testing dates, information on test taking strategies is also shared with families in these newsletters, as well as, classroom newsletters. Information regarding achievement levels of students is shared with families during teacher conferences in the fall and spring, as well as, on report cards in the winter and spring.

In the spring, families of 3<sup>rd</sup> grade students that scored a level 1 or 2 on either portion of the SBA are invited to come and discuss support measures we will provide their child and programs we offer. Our plans are recorded, signed by teachers and families. Copies of the plan are given to families.

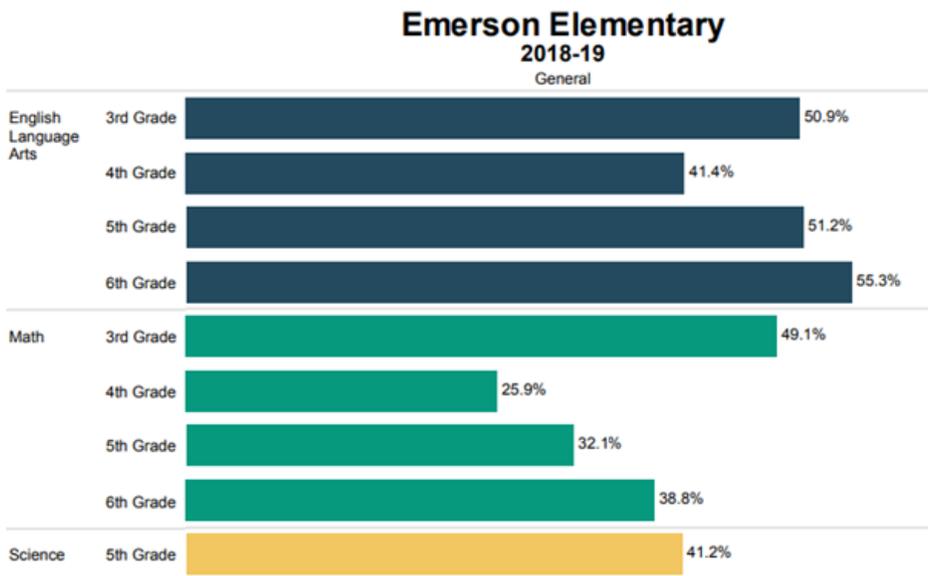
Looking ahead to next year, we are asking our PTA to look at our Title Plan for the purpose of providing input on parent involvement.

**Atmosphere:** The atmosphere at Emerson is friendly and welcoming. Through the school's work embedding the tenets of the book *Culture of Achievement* we have created a school that is welcoming, focused on learning, where mistakes are viewed as opportunities for learning, and Emerson is seen as The Best School in the Universe! Student character and achievement is celebrated through our Tiger Paw recognition system as well as during weekly assemblies where students are recognized for following

**Title I, Part A Schoolwide Plan**

the school guidelines. Teachers model collaborative behaviors when working with each other and through community outreach.

**Student Data/Outcomes:** Student Data is collected through SBA scores from the prior year, Star Reading and Math online tests, Fountas and Pinnell benchmark assessments for targeted students, as well as, classroom assessments. In addition, our SWIS team collects and analyzes behavior data through monthly meetings. Our school utilizes all this information not only to inform instruction but provide additional support for targeted groups of students struggling to meet state standards. Data is analyzed throughout the year in grade-level teams to assess how students are progressing; developing strategies of intervention with struggling students and enrichment for students that are excelling. Data is analyzed in monthly meetings to track student progress. Analysis of student subgroup data shows that our Hispanic ELL students are not performing well, and especially those who are receiving special education services. Our literacy focus, strengthening our assessment routines, as well as trauma informed practices will support the learning of all students, but particularly these who have been identified through OSPI’s School Improvement Framework. We will focus our efforts upon third and 5<sup>th</sup> grade students who are not performing at grade level, providing more support to these students and teachers.



# Title I, Part A Schoolwide Plan

## WA School Improvement Framework

School Status:

Select a Dist..

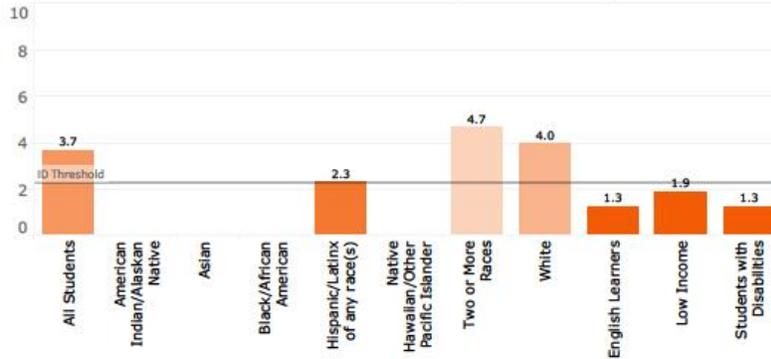
Support Tier II:  
Targeted 3+

Select a Sch..



Missing Data? [Click here to find out why](#) \*

### Overall Framework Score by Student Group

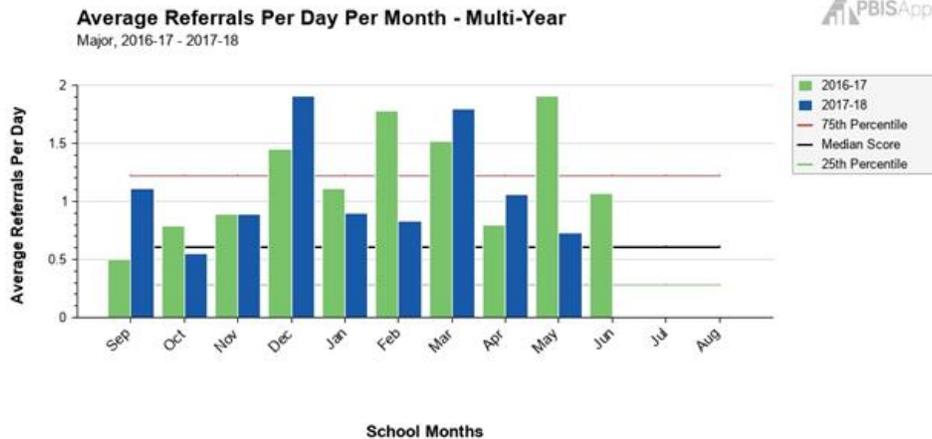


### Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latinx of any race(s)	Native Hawaiian/Other Pacific Islander	Two or More Races	White	English Learners	Low Income	Students with Disabilities
ELA Proficiency Rate	46.3%				25.0%			50.5%		32.0%	17.6%
Math Proficiency Rate	39.5%				18.2%			44.1%		24.8%	16.6%
ELA Median SGP	44				42		46	44	35	41	34
Math Median SGP	43				43		39	43	34	40	37
Graduation Rate											
EL Progress Rate*	66.7%										
Regular Attendance Rate	88.9%				89.7%			88.5%	88.9%	85.3%	75.3%
Ninth Grade On Track Rate											
Dual Credit Rate											

\*The EL Progress measure only applies to students who are English Learners

## Title I, Part A Schoolwide Plan



### Strengths and Needs:

1. Student: Our Caucasian and two or more race students are outperforming other subgroups. We need to address the needs of our Hispanic, low income, special ed and English learners. Many of these students are represented in multiple identified areas.
2. Teacher: Teachers at Emerson are committed to addressing the needs of our students. We still need to improve our systems for responding when students are not learning and continue to refine our instructional skills with new materials and practices.
3. School Community: Our school community is supportive of staff and students. Many parents are struggling to make ends meet and can have a difficult time supporting the academic program at Emerson due to time constraints.

### Priorities and Concerns:

1. **District:** This year we are continuing our work with FIT, focusing upon formative assessment. This focus viewed within the framework of MTSS (multi-tiered system of support) and how formative assessment supports students in this model. The district has added the position of a literacy learning support specialist to all elementary schools to help facilitate new curriculum in ELA and writing in grades K-6 with a balanced literacy focus, as well as, help guide the work in MTSS at all grade levels.

Emerson applied for and received a substantial grant to support our work embedding trauma informed practices. The district supports and encourages this

**Title I, Part A Schoolwide Plan**

work in spirit and resources, paying the balance of the cost and cofacilitating this work with three other schools and the Snohomish County Health Department.

- 2. Building:** Based on the student data, strengths, and weaknesses, our focus for the 2019-20 school year is based on the plan of focus below. In this plan we are addressing our needs (professional development of the new literacy curriculum, continuing the focus on MTSS and philosophy to intervention, streamlining our common assessments, integrating technology in teacher and student learning, and further development of our trauma-informed practices. To successfully address our needs, we will rely on our strengths. As a staff we are knowledgeable about best practice, collaborative in their work, and eager to learn together. Our decisions are always implemented with what is in the best interest of the students. Our priorities this year do not deviate greatly from those of the district.

Emerson Elementary School is identified as a targeted school for OSPI intervention due to SBA testing scores for our Latino students and especially those receiving special education services.

We have a challenging transition from 2<sup>nd</sup> to 3<sup>rd</sup> grade due to changing buildings. Central Elementary School houses students from K-2. After 2<sup>nd</sup> grade they move to Emerson Elementary School for grades 3-6.

New reading curriculum for grades K-2 and a new writing curriculum for grades 3-6 will require more teacher time to understand and implement these materials.

We have additional staff in the form of a half time literacy support person as well as a full-time counselor. While it is great to have more support, these additional people present challenges in defining the nature of their work.

This will be the second year of our implementation of PATHS social-emotional curriculum which continues to be a challenge in implementing consistently.

**Title I, Part A Program:** The strengths of our Title I, Part A program is that every student has access to whatever supports they need to learn. The program consists of one highly qualified teacher and three paraprofessionals. The program utilizes a 95% push-in model with 5% pull out for intensive math and reading groups. The program not only supports the academic needs of all students, but also addresses the social/emotional needs of all students. Our weaknesses or areas of improvement are embedding trauma informed practices in our day to day work and in becoming more

## Title I, Part A Schoolwide Plan

effective in math and reading instruction in support of student achievement. Our collaborative work time on Fridays and staff meetings on Wednesdays are supportive of this work. Research shows that push-in model support programs work best when coordinated well between gen ed teachers and support staff. We are providing more coordination between support staff and classroom teachers on Friday afternoons. Looking forward, scheduling in-class support during these specific learning times and planning between support staff and classroom teachers will provide a more focused and targeted intervention for students.

### **Building Plan of Focus:**

- 1. Literacy Curriculum.** Grade 3 is implementing a new literacy curriculum. Grades 4-6 are on the adoption cycle related to a new literacy curriculum. Professional development will be needed in order to successfully implement the curriculum around the district's focus around balanced literacy and MTSS.
- 2. MTSS (Multi-tiered System of Support).** Our district focus of our work with students will be around the MTSS model. Last year our staff began this work by creating a shared-belief of common essential standards that align vertically with neighboring grade levels. We will continue our work committing to those essential standards, as well as, building upon the vertical communication. The next step in this process will be determining learning targets and common assessments.
- 3. Assessment routines.** Currently, all students take the STAR assessment in reading and math. Based on student results, Fountas and Pinnell benchmark assessment is utilized by the Title department for targeted students based on below grade level performance. A predetermined cutoff will be established for Title testing of targeted students as well as teacher assessment of targeted students.
- 4. Technology.** 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.
- 5. Trauma grant work with Central Elementary.** To meet the social/emotional needs of our students, we are working in collaboration with Central Elementary school. We will continue our work with teaching the social/emotional

**Title I, Part A Schoolwide Plan**

curriculum, PATHS and teaching students about having a Growth Mindset. In addition, we will continue working with Continuum Consulting Group.

Do

**Literacy Training**

**“S.M.A.R.T.” goal to support the learning needs of our students:** As of June 18, 2019, 46% of 3<sup>rd</sup> and 4<sup>th</sup> grade students, 67% of 5<sup>th</sup> grade students and 65% of 6<sup>th</sup> grade students were at or above benchmark on their STAR reading assessment. In addition, 51% of 3<sup>rd</sup> grade, 41% of 4<sup>th</sup> grade, 51% of 5<sup>th</sup> and 55% of 6<sup>th</sup> grade students at Emerson obtained a level 3 or 4 score on their ELA SBA test. By June 18, 2020, overall student scores from the STAR assessment will increase by 20% and the number of students scoring at proficient or above will rise by 20%

**“S.M.A.R.T.” goal to support our educators:** Our educators will need time to learn the new curriculum and support collating all of its components. Our literacy learning support specialist will be involved with each educator to help learn the materials and key focuses of the system.

**Activities to support the literacy training:**

1. Working collaboratively with the literacy learning support specialist.
2. Attending district-provided professional development around the new ELA curriculum.
3. Utilizing outside professional opportunities to improve teacher practice.

**MTSS (Multi-Tiered System of Support)**

**“S.M.A.R.T.” goal to support the learning needs of our students:** As of June 18, 2019, 46% of 3<sup>rd</sup> and 4<sup>th</sup> grade students, 67% of 5<sup>th</sup> grade students and 65% of 6<sup>th</sup> grade students were at or above benchmark on their STAR reading assessment. At the same time 44% of 3<sup>rd</sup>, 31% of 4<sup>th</sup>, 37% of 5<sup>th</sup> and 54% of 6<sup>th</sup> grade students were at or above benchmark on their STAR math assessment. In addition, 51% of 3<sup>rd</sup> grade, 41% of 4<sup>th</sup> grade, 51% of 5<sup>th</sup> and 55% of 6<sup>th</sup> grade students at Emerson obtained a level 3 or 4 score on their ELA SBA test and 49% of 3<sup>rd</sup> grade, 26% of 4<sup>th</sup> grade, 32% of 5<sup>th</sup> grade and 39% of 6<sup>th</sup> grade students earned a level 3 or 4 on their math SBA test. By June 18, 2020, overall student scores from the STAR assessment will increase by 20% and the number of students scoring at proficient or above will rise by 20%.

**“S.M.A.R.T.” goal to support our educators:** Educators will need continued professional development throughout the year regarding the concept of MTSS and how

## Title I, Part A Schoolwide Plan

it will be utilized in our district. Furthermore, means of advanced data collection will be learned by the Title department and shared with staff. This information will help guide the conversations at each grade level regarding student growth.

### **Activities to support MTSS:**

1. Professional development around the concept of MTSS and how it plays out in Snohomish School District.
2. Develop a leadership team which will meet monthly to discuss and implement MTSS schoolwide.

### **Assessment Routines**

**“S.M.A.R.T.” goal to support the learning needs of our students:** As of June 18, 2019, all students are formally assessed three times a year; targeted students are given an additional benchmark assessment twice a year for reading. Classroom assessments are given intermittently at the teacher’s discretion. By June 18, 2020, all students will follow the same benchmark assessment plan as dictated by the district, however, targeted students assessed by other means will be more clearly defined.

**“S.M.A.R.T.” goal to support our educators:** Currently teachers give the online STAR reading and math assessment three times in a school year. Students that fall within a specific level are then further assessed using Fountas and Pinnell benchmark assessment by the Title team. The guidelines for which students are chosen and which are not is not clearly defined by a specific criterion. By June 18, 2020, all educators will have specific criteria for which targeted students will be further assessed using Fountas and Pinnell. Teachers will give the assessment to students that fall within a specific target, while the Title team will assess students within a different target.

### **Activities to support assessment routines:**

1. Clear guidelines will be outlined by leadership team.
2. Teachers will receive training on giving the Fountas and Pinnell benchmark.

### **Technology**

**“S.M.A.R.T.” goal to support the learning needs of our students:** As of June 18, 2019, students had access to computers part of the year, 50% of this time was spent taking assessments (STAR). All students had different quantity and quality of online access. By June of 2020, all students will have full time access to a computer. Emerson is working

**Title I, Part A Schoolwide Plan**

with the technology department to create a 1:1 computer to student ratio in the classroom.

**“S.M.A.R.T.” goal to support our educators:** Based on teacher comments, most teachers do not feel adequately educated regarding our district network system as well as technology available for student enrichment. By June 18, 2020, teachers will feel 50% more comfortable accessing and utilizing the technology they have available to them.

**Activities to support technology:**

1. Professional development provided through the district around our network system.
2. Keyboard practice in September for 3<sup>rd</sup> graders.
3. Monthly professional development targeted around technology for staff and student use facilitated by librarian.

**Trauma Grant Work with Central Elementary**

**“S.M.A.R.T.” goal to support the learning needs of our students:** As of June 18, 2019, our SWIS data shows our referral rate above the national median. As of June 18, 2020, we will show referrals reduced to at or below the national median.

**“S.M.A.R.T.” goal to support our educators:** Educators throughout Emerson are noticing increasing behaviors from students that have not been witnessed before. Teachers will be educated further into the neuroscience behind trauma and behavior as well as continue using the PATHS curriculum in their classes. By June 18, 2020, teachers will have further knowledge and strategies for helping guide student behaviors.

**Activities to support the trauma grant work:**

1. Continual training by the Continua Consulting Group.
2. Commitment from teachers to use the PATHS curriculum 2-3 x/week.
3. Full-time counselor will provide support to staff and students.
4. Behavior coach will work with teachers on Tier 1 interventions and students on Tier 2 interventions.

Study

We will know we are successful in our plan when students are able to show steady growth in areas of struggle, both academically and social/emotionally. We will be able to show this through constant progress monitoring and analyzing STAR testing data in grade level teams. Those teams then develop a plan for intervention for students not showing growth. Monthly trauma team meetings will look at interventions and data in

**Title I, Part A Schoolwide Plan**

	<p>support of school initiatives. The success of the intended plan will be dependent on building a school schedule that reflects the intentionality of meetings, trainings, and staff development. The school’s guiding coalition meets monthly to review schedule and school wide commitments.</p>
<p>Act</p>	<p>Based on our identified needs assessment and use of best practices, we can best support and maximize learning for all students at Emerson with the following:</p> <ol style="list-style-type: none"> <li>1. Fully implement PATHS social-emotional curriculum across all general education and self-contained special education classrooms.</li> <li>2. Continue to support trauma-informed practices at Emerson (trauma grant, restorative practice, positive discipline, etc.)</li> <li>3. Time and structure provided for grade level meetings and cross-grade level meetings to increase opportunities for collaboration in support of greater student achievement.</li> <li>4. Continue targeted parent involvement activities to support student learning at Emerson.</li> <li>5. Continue implementing the principals of gradual release of responsibility.</li> <li>6. Professional development support for the new ELA curriculum, building our understanding of balanced literacy classrooms, technology of “net support”, and the principals of MTSS.</li> </ol>

**COMPONENT #2: Schoolwide Reform Strategies**

**Procedures to Support Schoolwide Reform Strategies**

<p>Plan</p>	<p>Emerson is committed to meeting the needs of all students in a well-rounded learning environment. Our leadership team chose the following areas of focus for Emerson:</p> <ol style="list-style-type: none"> <li>1. <b>Continued before and after school clubs.</b> The focus of math clubs, as well as intervention, will be centered around major cluster essential standards at each grade level. Outside of the regular school day, school clubs provide extra support to students. We will continue to offer multiplication and fraction clubs for students. In addition, drama club provides all students an opportunity to develop social-emotional skills such as perspective-taking and working as a team for a common goal. As students analyze scripts and written music, students learn how to develop characters based on text evidence, perform, and sing. Students apply math and art skills through set and costume design, and stage set up. All students work together to produce a play for a community-wide audience.</li> </ol>
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**Title I, Part A Schoolwide Plan**

	<ol style="list-style-type: none"> <li>2. <b>Emerson will continue the 3<sup>rd</sup> grade transition to Emerson first day of school plan.</b> Third graders will attend their first day of school without other grades present. This will give them an opportunity to build relationships with all grade level teachers and other staff members, tour the school, learn routines and the Emerson guidelines in a small group setting.</li> <li>3. <b>Literacy learning support specialist.</b> This position was added at the end of the 2017-2018 school year. This position is shared part time at Central Elementary and part time at Emerson Elementary. This person is responsible for working closely with teachers with the ELA curriculum to help create a balanced literacy program. The Title department and literacy learning support specialist will support classrooms providing ways to enrich and accelerate curriculum to classroom teachers, as well as, provide supports for intervention. The Title department will support classrooms using a push-in model with focus on Major Cluster and essential standards for intervention.</li> <li>4. <b>Continuing the work around essential standards.</b> Teachers will build on the work that was finished at the end of the 2018-2019 school year of teaching the focused essential standards. Teams met vertically to ensure the chosen essential standards aligned with grades up and down the scale. Each grade level is committed to teaching the standards that were deemed essential. Furthermore, grade-level teams will meet twice a month to collaborate and analyze student data to plan and adjust throughout the year.</li> <li>5. <b>MTSS, technology, and literacy curriculum professional development.</b> This training will be embedded and ongoing throughout the year.</li> </ol>
Do	<p><b>Conduct monthly grade-level meetings where teachers collaborate and analyze the most current student data, focused on essential standards</b></p> <p><b>“S.M.A.R.T.” goal to support the learning needs of our students:</b> As of June 18, 2019, 46% of 3<sup>rd</sup> and 4<sup>th</sup> grade students, 67% of 5<sup>th</sup> grade students and 65% of 6<sup>th</sup> grade students were at or above benchmark on their STAR reading assessment. At the same time 44% of 3<sup>rd</sup>, 31% of 4<sup>th</sup>, 37% of 5<sup>th</sup> and 54% of 6<sup>th</sup> grade students were at or above benchmark on their STAR math assessment. In addition, 51% of 3<sup>rd</sup> grade, 41% of 4<sup>th</sup> grade, 51% of 5<sup>th</sup> and 55% of 6<sup>th</sup> grade students at Emerson obtained a level 3 or 4 score on their ELA SBA test and 49% of 3<sup>rd</sup> grade, 29% of 4<sup>th</sup> grade, 40% a 5th grade and 49% of 6<sup>th</sup> grade students earned a level 3 or 4 on their math SBA test. By June 18, 2020, overall student scores from the STAR assessment will increase by 20% and the number of students scoring at proficient or above will rise by 20%.</p>

## Title I, Part A Schoolwide Plan

**“S.M.A.R.T.” goal to support educators to conduct grade-level and cross-grade level meetings:** Based on teacher collaboration meetings and assessment results, the continued need for improved academic conversation appeared among grade-level teaching teams and cross-grade level. Specific meeting times will be distinguished throughout the year during the PGF Fridays. By June 18, 2020, staff will have strong support and clear knowledge of essential standards through meetings with their peers across grade levels.

**Activities to support conducting grade-level and cross-grade level meetings:**

1. Scheduled meeting days and times with targeted outcomes.
2. Goals for the next meeting.
3. All members participate.

**Continuous professional development regarding the new ELA (writing/reading) curriculum, technology, and other to enhance teacher practice**

**“S.M.A.R.T.” goal to support the learning needs of our students:** As of May, 2019, the district approved the adoption of a new ELA curriculum for the 2019-20 school year. The district will provide professional development around this. By June 18, 2020, students will show an average growth in overall reading assessment scores of 20%.

**“S.M.A.R.T.” goal to support the learning needs of our staff:** In the 2019-20 school year, the district is focusing on cohesive literacy instruction based on a balanced literacy classroom model. Teachers will utilize the professional development to explore how to use the new curriculum cohesively in a balanced literacy model. By June 18, 2020, teachers will further integrate technology into their classrooms, as well as, have a deeper understanding of the ELA curriculum and balanced literacy classroom model.

**Activities to support continuous professional development:**

4. Monthly professional development targeted around technology for staff and student use.
5. Attending district-provided professional development around the new ELA curriculum.
6. Utilizing outside professional opportunities to improve teacher practice.

**Continue Intervention and Differentiated Instruction Opportunities for Students**

**“S.M.A.R.T.” goal to support the learning needs of our students with regards to intervention and differentiated instruction:** As of June 18, 2019, 55 % of ELL students,

## Title I, Part A Schoolwide Plan

63% of Low-Income students, and 58% of special education students were proficient or advanced on their ELA SBA assessment as identified by OSPI. In that same year, 40% of our ELL students, 48% of our low-income students, and 41% of our special education students were proficient or advanced on their math SBA assessment as identified by OSPI. Our goal is to increase each of these subgroups by 10% on the 2020 SBA in ELA and math.

**“S.M.A.R.T.” goal to support educators with regards to intervention and differentiated instruction:** Educators will receive continued in-class support for both math and ELA. In addition, small targeted student groups will receive double-dose instruction on specific skills needed to improve their learning within the classroom. Furthermore, our literacy learning support specialist will work with educators to assist with teaching comprehension strategies, writing, and differentiating instruction.

**Activities to support the intervention and differentiated instruction opportunities for students:**

1. Dreambox to provide enrichment for students performing beyond grade level and support for students performing significantly below grade level.
2. Monthly grade-level meetings focused around assessment data, creating fluid small groups for students in need of intervention and enrichment.
3. Targeted explicit instruction in reading for students not making progress using LLI.
4. Use of the literacy learning support specialist to support teachers based on specific needs within the classroom.
5. Before and after school programs for students showing a need for additional support focusing on building background information in science, math, and the arts.

### **Transitional Third Grade Start of the School Year**

**“S.M.A.R.T.” goal to support the learning needs of our students:** Based on the SWIS data from the beginning of 2016-17, incoming third graders were experiencing increased difficulties adjusting to a new school and staff, which was affecting their academic success. The beginning of the 2017-2018 school year was the first year we implemented the first day of school for third graders only. The comparable SWIS data along with community opinion, supports the success of this transition. By December 2019, we will continue to see a 25% improvement in behavior data in 3<sup>rd</sup> graders.

**Title I, Part A Schoolwide Plan**

**“S.M.A.R.T.” goal to support the educators for the transitional third grade start of the school year:** In August, teachers and staff met in teams to plan the lessons for the first day of school centered around Emerson’s four core values. Class sizes on the first day will contain less than 10 students with three to four staff members from Emerson including teachers, support staff, and specialists.

**Activities to support the transitional third grade start of the school year:**

1. Met in August to plan the first day of school.
2. All students will be given a school tour.
3. Staff will connect with the third graders in their first day groups throughout the school year.

**Provide Continuous Professional Development and Support for Successful Use of the PATHS Social/Emotional Curriculum in all Classrooms**

**“S.M.A.R.T.” goal to support the social/emotional needs of our students:** Based on the increasing need to address social-emotional behaviors in the classroom, the staff is committed to teaching the researched-based social/emotional curriculum, PATHS. By June 18, 2020, the SWIS data will show decreasing referrals below the national median.

**“S.M.A.R.T.” goal to support the educators as we instruct the PATHS social/emotional curriculum schoolwide:** All teachers will use the curriculum 2x/week in the classrooms. By June 18, 2020, all staff will feel confident and executing the PATHS curriculum regularly in their classrooms.

Activities to support successfully implementing the PATHS social/emotional curriculum through professional development in all classrooms:

1. Staff will share their successes and management of the PATHS curriculum with fellow teachers at a meeting.
2. The special education teacher and school counselor will use the PATHS curriculum with their small groups and classroom lessons.

Study

**Conduct monthly grade-level meetings where teachers collaborate and analyze the most current student data and share.**

Teachers met in the 2017-2018 school year to determine as a grade level team the essential learning standards all students need to know before they move to the next grade level. Once these were determined teachers then met vertically to make sure the chosen standards aligned with prior and future grade levels. Grade level teams met twice monthly for the first time this year. Teachers wanted more time to collaborate

**Title I, Part A Schoolwide Plan**

with their peers. This model proved to be very successful and teacher will continue meeting for the 2019-20 school year. Teachers were able to plan upcoming lessons together, discuss past lesson success or failures, as well as look at student data. Overall, this model worked the way it was planned. One of the challenges was the technology behind the data.

**Continuous professional development regarding the new ELA (writing/reading) curriculum, technology, and other to enhance teacher practice:**

The district will be offering professional development around the new ELA curriculum.

**Continue Intervention and Differentiated Instruction Opportunities for Students:**

Collaboration of staff will be necessary as a new curriculum is utilized. The needs of the staff over time may change the focus of the Title department and/or literacy support coach throughout the course of the school year.

**Transitional Third Grade Start of the School Year:**

The feedback regarding the 3<sup>rd</sup> grade first day of school transition was very positive from staff and families alike. This model will continue into the 2019-20 school year.

**Provide Continuous Professional Development and Support for Successful Use of the PATHS Social/Emotional Curriculum in all Classrooms:**

Using this curriculum is a commitment we made as a staff to address the needs and behaviors of our student.

Act

Over the course of the school year all departments, grade level teams, and teachers will need to be flexible depending on the needs of the students at the time. The Title teacher and Literacy Learning Support specialist will be explicit in building a schedule to provide support where the need is the greatest. Interventions based on best practices, i.e. double dosing, tutoring, and co-teaching, will continue to be utilized. Students who do meet grade level standard will be exited from the intervention program. Students not making progress will be discussed collaboratively with the team to determine next steps.

**Component #3: Activities to Ensure Mastery**

**Procedures to Support Your Activities to Ensure Mastery**

Plan

Not all kids learn from same method of instruction or at the same rate. Some students need an alternate plan for learning. In September 2019, the staff will identify students who are at risk at Emerson. Risk factors could include low academic achievement (based

**Title I, Part A Schoolwide Plan**

	<p>on baseline assessments), and/or social/emotional concerns. For students at risk in the ELA areas, the staff will look at assessment scores from STAR, SBA, and Fountas and Pinnell Benchmark Assessments to determine students performing below or significantly below grade level. We will determine how to best support these students through a tiered system of support using best practices (double dosing, extra-curriculum programs, targeted intervention). For students who are at risk socially/emotionally, we will develop a plan in coordination with our behavior coach and school counselor to best address these needs.</p> <ul style="list-style-type: none"> <li>• A fulltime counselor will be available to address the mental health of our student population.</li> <li>• Students will be placed into tiers I, II, or III based on both academic and behavioral needs. Students in tiers II and III will have their needs addressed with support from Title, Special Education and the behavioral coach.</li> <li>• Incoming 3<sup>rd</sup> graders will be supported by all staff on the first day of school.</li> <li>• Professional development will be provided by the district, staff members, and outside organizations providing education to staff based on their needs.</li> <li>• Students falling behind or not showing growth in a specific academic area will be provided a double-dose of learning, tutoring, or support from before and after school programs.</li> </ul>
Do	<p>Students in tier 2 will receive additional support by a qualified additional teacher and/or paraprofessional. Students may receive support using the Bridges Intervention program or Fountas and Pinnell Leveled Literacy Intervention Program. With these programs, students are receiving targeted, explicit additional instruction in areas of need.</p>
Study	<p>All students will be formatively and summatively assessed throughout the school year. Data will be analyzed to make sure students are making gains with the interventions in place. If they are not, alternative strategies will be utilized.</p>
Act	<p>If student growth is not achieved, the team will look at the programs the students is involved in. They will analyze why the student is not achieving growth. The team will collaborate to determine next steps utilizing best practices.</p>

**Component #4: Coordination and Integration**

**Procedures to Support Your Coordination and Integration of Services**

**Title I, Part A Schoolwide Plan**

Plan	<p>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 to Title 1 buildings based on all federal and state guidelines. We also set aside funds for Equitable Private Schools participation, Support of Homeless Students under McKinney Vento, Parent Engagement, and Professional Development. This proposal is then approved by the Superintendent’s cabinet in March and communicated to schools as initial information in April. Upon receipt of the district’s actual allocations, these budgets are adjusted.</p> <ol style="list-style-type: none"> <li>1. <b>Literacy Adoption.</b> The ELA curriculum has been purchased by the district with funds from Teaching and Learning. Professional development will be provided by the district throughout the school year using these same funds.</li> <li>2. <b>MTSS.</b> The district focus for the 2019-20 school year is to implement MTSS in all schools. Funding for this process is financed through the Superintendent’s office and school resources.</li> <li>3. <b>Assessment Routines.</b> Implementing our assessment plan will be provided through a combination of title and LAP funds, depending on the grade-level.</li> <li>4. <b>Technology.</b> The technology improvement of our needs assessment will be funded through building resources.</li> <li>5. <b>Trauma Informed Grant.</b> – This training will be provided via a grant provided by the Snohomish County Health Department and Snohomish School District.</li> </ol>
Do	<p>In order to best meet the needs of all students, we collect information from our Title 1 schools about their 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.</p>
Study	<p>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.</p>
Act	<p>Our intent is to preserve FTE and adjust other plans as needed.</p> <p><b>LAP:</b> 0.4 FTE Certificated staff, 3.25 hours per day of Classified staff, and \$1,000 materials and extra hours.</p> <p><b>TITLE 1:</b> 0.4 FTE Certificated Staffing</p> <p><b>Available Funds:</b> Approx. \$32,000 for general expenditures</p>

### Illustrating How to Combine Funds in Schoolwide Plan

These are the programs commonly combined in a Schoolwide Plan.

This is not the only set of program funds that may be combined.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
<b>Basic Education</b>	\$1,719,026	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p>
<b>Title I, Part A</b>	\$269,477	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
<b>Title II, Part A</b>	\$33,118	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
<b>Title III</b>	\$17,855	<p>To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
<b>Learning Assistance Program (LAP)</b>	100,000	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements
<b>Local funds</b>		Local levy revenue may be combined in schoolwide programs.
<b>Total</b>	<b>\$2,139,476</b>	