Title I, Part A Schoolwide	
Building Data	
Building: James W. Lintott Elementary	**F/R Percentage:** 54.4%
Principal: Mr. Bob Hunt	**Grade Span:** Pre-2
District: Chehalis School District	**Building Enrollment:** 681
Plan Date: November 5, 2020	**Board Approval Date:** January 19, 2021

School Leadership Team Members Parent-Community Partners		
Name	**Role**	**Email**
Brenda Pohlman	Assistant Principal	bpohlman@chehalisschools.org
Shannon Freeman	PTA / President	pta465president@gmail.com

Vision Statement
Increase achievement of all students through the use of instructional strategies that engage students in learning, partnering with families to build a team approach to learning, and identifying individual student learning needs.

ESSA Supports: WA Framework Identification

☐ **Foundational:**

Click or tap here to enter text.

☐ **Tier I: Targeted Supports: Targeted with 1–2 Student Groups:**

Click or tap here to enter text.

☐ **Tier II: Targeted 3+Targeted EL Progress:**

☐ **Tier III Support: Comprehensive and Comprehensive Low Graduation Rate (below 67%):**

Click or tap here to enter text.

Title I, Part A : Schoolwide Program Model
Four Required Components:

X 1. Comprehensive Needs Assessment
X 2. Schoolwide Reform Strategies – discipline, behavior
X 3. Activities for Mastery – tiered reading and math interventions
X 4. Coordination and Integration

Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

x   Based on a Needs Assessment
x   Data driven
x   Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
x   Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure *all* of the following elements are included:

School Improvement Plan; WAC-180-16-220, **Plan Requirements:**	**ESSA: Sec.1111(d)(1)(B),** **Plan Requirements:**
☐ Annual Board approval	☐ Indicators of student performance against State-determined long-term goals
☐ Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP	☐ Exposition of evidence-based interventions
☐ The ways in which the model is based on a self-review of the school's program	☐ Proof of a school-level needs assessment
☐ The characteristics of successful schools	☐ Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
☐ Equity factors for all students	
☐ The use of technology to facilitate instruction	☐ Approval by the school, local educational agency and State educational agency
☐ Parent, family, and community involvement, they relate to a positive impact on student learning	

	COMPONENT #1: NEEDS ASSESSMENT	
	PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	The Chehalis School District applies *Improve, Modernize and Prepare* as a guide to our decisions around professional development. As a result, when we recognize needs in our district we can find professional support with this plan. We utilize our in-district resources (ELA, Technology coaches and our in building ELA/ Math interventionists), outside-side consultants (BERC Group, Crocker Group) and ESD 113 as guidance and to confirm we are utilizing best practices in our commitment. Title 1 Schoolwide system programming and services is planned in everything we do to support students that are struggling to meet state standards. *Improve* student achievement by increasing the quality of instructional practice, classroom organization, professional development and teaching efficacy. - ILT leaders guide staff with instructional expectations based on the STAR Protocol and data has been collected twice a year on school instructional practices since 2013 and was collected once in the 2019-2020 school year. In the 2020-2021 school year additional training will be provided to all staff at JLE. No data will be collected due to COVID and this unprecedented year of changes. Grades K-5 have steadily maintained over 80% Powerful Teaching & Learning (PTL) since Spring 2016-2017 - AVID training began over the 2020 summer across all grade levels. Representatives from each grade level in our building received a Digital XP summer training along with administrators. Our building is focused on organization. Our goal is to continue training opportunities as we move forward with AVID strategies across K- 2. - Curriculum is considered on an ongoing basis: standards based, data driven. Teachers are involved in curriculum development planning that includes core content, intervention strategies, assessment measures, Discipline Team, and SEL- Character Strong Curriculum. - Formative assessments are used to measure learning: FastBridge Early Learning, ELA, Math, Star Reading, teacher created formative assessments, and IBA. - Illuminate data dashboard to organize and analyze data to identify student specific needs. - Time designated to professional development and teacher collaboration to focus on improving instruction.	

Modernize instructional practice, improve modeling for students to the power and leverage of technology, improve internal and external communications, and enhance overall district efficiency through the use of technology in everyday teaching and learning activities.

- Teach students to be responsible users of technology.
- Teach students to recognize technology as a learning tool and resource for learning
- Utilize devices that assist in meeting state standards: IXL and AR/Star
- Teach students various platforms to access technology as a learning tool and resource for learning.
- Teach staff various technology platforms that support synchronous and asynchronous learning including, but not limited to TeachNimble, Google Classroom, Screen castify, and Zoom.
- Utilize devices that assist in meeting state standards: IXL and AR/Star.

Prepare students for Career and College. Students exiting the Chehalis School District will genuinely be prepared to succeed in a meaningful career and/or college by earning a diploma acknowledging this preparedness.

- Understand the purpose of learning through exposure to career and college study throughout the curriculum. To further expand student's areas of competence in self - awareness, self -management, social awareness, relationship skills, and responsible decision making using AVID and Character Strong to help students expand their Social/Emotional learning.

Achievement Data:

WA-Kids Kindergarten Data - Enter 2018-2019 Demonstrated at age-level characteristics	# of students	% of students
Social-Emotional	220	78.0%
Physical	220	85.7%
Language	220	76.1%
Cognitive	220	72.2%
Literacy	220	82.6%
Math	220	70.0%

Demographics:

Student demographics at Chehalis School District are consistent throughout our district as students move through all of our sites in a K-2 (James W. Lintott) and 3-5 (Orin Smith) school model. Transition and consistency throughout our buildings is considered in our demographic group.

Below is student, program and teacher demographics of James W. Lintott Elementary as well as the district and state demographics. The data below reflects the James W. Lintott Elementary data from last year.

Title 1 Schoolwide Student Demographics	Student Count 2019/2020 Male%/ Female%	Race/Ethnicity 2019/2020 White/Hispanic/Other	Free & Reduced 2019/2020
James W. Lintott	**720- 50.7%/49.3%**	**72.2%/19.7%/6.4%%**	**54.4%**
Chehalis School Dist.	**3,269 52.8% / 47.2%**	**70.9%/19.4%/9.7%**	**47.8%**
Washington State	1,142,491 **48.3%/51.6% gender X: 0.1%**	**52.4%/24.0%/23.6%**	**46.6%**

Title 1 Schoolwide Program Demographics	Special Education May 2019	Transitional Bilingual May 2019	Migrant May 2019
James W. Lintott Elementary	**16.3%%**	**5.1%**	**0.6%**
Chehalis School District	**16.9%**	**4.7%**	**0.9%**
Washington State	**15%**	**11.8%**	**2%**

Title 1 Schoolwide Teacher Demographics	Classroom Teachers White/Other	Avg. Years of Teaching Experience	Master's Degree
James W. Lintott Elementary	**47/0**	**14 yrs**	**66%**
Chehalis- School District	**186/5**	**15.6 yrs**	**62.9%**
Washington State	**86.4%**	**13 yrs**	**60.7%**

Conclusions of demographic data:

- Student population has increased steadily in our district and at all elementary sites.
- Free and Reduced at Title 1 elementary schools exceeds the district and state free and reduced status.
- More male than female students at each site.
- Notably more special education students than state average in the Chehalis School District.
- Migrant and bilingual less than state average
- Teacher data shows a primarily white teaching staff, much more white than state staff.
- Student population is more white students than state average, but staffing not balanced with student population (70.3% white students to 100% white teachers at the K-2 level)

Other school/district programs that support student learning:

- Strong PTA that collaborates to support elementary schools for enrichment activities, assemblies, family nights, and WATCH DOGS, which involves Dads in the school day.

	Due to COVID / district guidelines we are unable to bring volunteers into the building this year. ● Chehalis School District supports professional development for all staff through funds at the building level; Title 1 professional development activities; and district reading, math and technology coach. A mentor program for new teachers to the district provides professional development; and, contracted support for curriculum development, technology, instructional best practices, and career and college tracking is also utilized.
Do	Regular cycles of instruction and assessment, as well as progress monitoring for students below grade level, will be used to measure growth at the individual level, grade level and building level. Programs will be monitored and adjustments made throughout the year to target the greatest needs. Systems in Place: ● Journeys Reading Instruction, Phonics for Reading, Reading Mastery, Engage New York Math, Leveled Literacy Instruction for remediation. ● Illuminate Data Collection/Reports - Year 3 implementation ● Illuminate Gradebook - Year 3 implementation standards-based reporting ● Grade level PLC teams - supported with data analysis with ELA coach, Title Teachers, and Math interventionists. Meetings scheduled monthly as needed and quarterly for data analysis and improving instructional practices. ● Five building days (7.5 hours) and six early release days (2 hours) for the purpose of staff development, school preparation and collaboration opportunities. This year we have an added MOU to teacher contracts that provide every Wednesday (student free day, except for high risk students) for training and asynchronous lesson preparation during this COVID year requiring an A/B schedule, school preparation and collaboration opportunities. Conference periods set for fall and spring set aside for parent involvement/ communication. Additional time (10 hours) for the purpose of parent involvement activities (back to school training on technology, open house and family nights, virtual book fair in the spring, free math night via ESD) ● Professional Development Committee - building-level team focus on professional development needs at each site. District commitment to annual funds. ● Director of Teaching and Learning to oversee instructional and assessment programs district wide.

Study	Reflect on the following factors:
	● Is the core curriculum meeting our students needs?
	  ○ More students are needing intervention and being referred to the Guidance team for additional academic strategies/support.
	● Can/have staff develop core curriculum to include enrichment/remediation needs for high risk students.
	  ○ Staff meet with ELA coach/math interventionists weekly/monthly to discuss students' successes and ongoing struggles. Based on these PLC data meetings, the coach/ interventionists have adjusted curriculum and provided additional remediation tools such as ZEARN, IXL, Read Naturally, as well as targeted intervention groups for at risk students.
	● Are the common assessments currently being used giving instructors the appropriate data to guide instruction? Inform staff of individual student needs? Preparing students to

successfully meet common core standards?
- ○ Common assessments based on the standards from curriculum or team-created have resulted in student data that provides information to guide instruction and inform staff of individual student needs. In reading we use rank order to place kids each quarter, guide instruction and inform student placement in tier 2 and tier

- Are we using informed data to communicate strengths and weaknesses of student progress?
    - ○ Teams meet frequently with the math interventionist and RTI reading coach to collect and review data in making informed decisions for teaching strategies for student success in math and reading.
    - ○ We are seeing more behavioral and social/emotional needs and need to find ways to address with more of an RTI focus. We currently have a dedicated classified staff providing behavior support, in addition to the full-time and 1 day a week counselor who meets/counsel with students per authorization from parents. The intent of the behavior support is to build the student's social and emotional capacity to enable self-management and self-confidence.

- Are PLC times effective and protected at each site? Valued as models of instructional improvement?
    - ○ All grade levels are active participants in their grade level PLC and meet bi-monthly or weekly as needed to support data collection and make informed decisions around instruction and RTI placements. PLC time is valued by all and team notes are distributed to all members/administration.

- Is communication valued and ongoing between teacher teams? Teams that serve students? (Sped, Title 1, LAP, ELL, grade level teacher, specialist)

    - ○ Meetings are held one to three times a week to discuss student concerns in academic, speech, fine and gross motor, social/emotional and behavior. Rank order listing is consistently reviewed for RTI grouping or individual intervention for our distance learners. ELL cluster teachers meet regularly at grade-level and between grade levels.

- Are parents invited and given opportunities to be partners in their student's education? Are teacher/student/parent relationships valued?

    Conferences are held regularly, teachers, family nights include take home math / reading games, open library- designated pick up, ELL family night bring local resource speakers, networking opportunities and crafts for students and their families via zoom this year. WatchDOG (male) volunteer plan is on hold this year due to COVID. Students identified as needing special services in a collaborative format with all stakeholders for student success, and parent (at-home) volunteer opportunities. School music opportunities are recorded and presented on the Seesaw platform . This year students participated in a veterans assembly. Teachers utilize a variety of digital communication tools within the Seesaw platform that is used at Lintott for distance learning and asynchronous learning

	days.
Adjust	We will implement our aMath and aReading assessments 3 times a year and look for targeted progress, as well as build teachers' capacity around aMath, aReading and Illuminate. We will continue implementing more tier 2 support in math as needed. In addition, Fastbridge and Illuminate will be used by more staff for a more efficient way to access data for everyone. Informed data will continue to be accessed for student RTI placement on a consistent basis. PLCs need to maximize access to math interventionists and reading coaches around data and using it even more to drive decision -making around instructional modifications and RTI placements . Research models and ways to address social/emotional needs at tiers 1,2, and 3 and build staff capacity in this area. This includes: ● AVID Digital Xp training - Summer and on-going for administrators and grade level AVID leaders. Continue to build AVID strategies across K- 2 grade levels and provide opportunities for monthly training. ● School - wide Tier I intervention with Character Strong. Multiple training opportunities for certified and classified staff, and quarterly SEL / Discipline Team meetings to deploy daily Character Strong curriculum for all grade levels. The counselor and behavior interventionist are also included in daily Character Strong curriculum skill building for students. ● "Lintott Bobcat cards" for positive behavior in the classroom, other areas of school, including the playground. ● Character trait of the month, emphasized in the lunchroom , classroom and via monthly student awards from each classroom on a given trait. ● Tier II SEL interventions- counselor support, " social /friendship groups (as appropriate with social distancing). Continue on- going check in and check out system for Tier II and Tier III students. ● Monthly staff character challenges in the building as well as family challenges/ SEL tips in the quarterly newsletter. Activities for families surrounding the trait of the month or SEL are also provided on our Seesaw communication platform used in each classroom. ● Adjustments will be based on data and reflection. Actions of improvement will be taken in a timely manner by including staff that can develop and prioritize changes based upon this plan.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan	James Lintott Elementary building administration and grade level leaders will work together to implement Title 1 program through implementation of the following schoolwide reform strategies: ● Core instruction - evaluated on a regular, ongoing basis. Teaching staff is hired to extend and develop core instruction through the development of extension and remediation activities, establishing mastery levels and the implementation of grade level common formative assessments. ● Tiered support model - planned at the classroom/building level to support the needs of all students. Paraeducators are used to extend the learning opportunities of students needing remediation in both a "time-to-time support" or "ongoing support" in person and via zoom on Wednesdays. ● Data-based decision making - individual student data is collected through district level

	collections, as well as grade level benchmarks and common formative assessments. ● School climate - day-to-day guiding principles for staff and students, behavior concerns that influence instruction and other incentive school programs. ● Implementation of professional development district wide and specific to school and grade level needs. ● Technology - continued development of technology features that will develop and support instructional needs in the school and district. Current programs and uses are consistently evaluated to ISTE standards. Hardware is updated on a regular basis. Systems are maintained in a manner supportive to the instructional needs of the classroom.	
Do	Well-rounded education is provided by focusing on serving all students. Additional attention is given to students performing at strategic and at-risk levels. Programs are coordinated based on student needs. Data-study at each site and grade level ● Identify students with strategic and at-risk skill levels in reading and math Tiered programs of support that serve students across subject matter ● RTI, core + more instruction model for up to 90 minutes grades K-2. ● Core + leveled instructional groups grades K-2 and additional pull-out /push in/support for tier 2/3 Climate data ● Building leaders to guide/evaluate school instructional model ● Shared leadership responsibilities: site team, grade level leaders, instructional coaches. ● Refine a Behavior Management System that will be implemented, focusing on strategies, positive interventions and tracking data. Parent Involvement Activities & Family Nights ● Back-to-school orientation and technology information via video or zoom and /or small groups of parents by appointment ● Open house (if appropriate in the future) ● 1:1 conference opportunities two times per year ● School compact ● Family nights/ math and reading instructional nights via video or zoom ● Volunteer opportunities/Watch Dogs ● PTA enrichment activities: Touch a Truck, Mother-Son Night, Daddy-Daughter Dance, Bully prevention assemblies, Watch Dog training, etc… Has been limited due to COVID Title 1 Schoolwide informational meetings ● Opportunities to meet Title 1 school wide staff, explore curriculum and learn about the program. ● Student compact ● Annual parent survey Opportunities for parent education ● Ready Rosie K-2 ● ELL Family support Group ● Home visits	

Building Data

Fall 2020 aMath and Early Math assessments will be used to set smart goals at each grade level. aMath (2nd grade) and Early Math (K-1) are common formative assessments that will be administered two times this year to measure student mastery of grade-level standards. These assessments were piloted 2 years ago and were implemented last year. At-risk students will be progress monitored on growth between assessment opportunities and between the Fall to Spring final measure.

Fastbridge Math Assessment	Grade Level	Fall: % of students low risk	Fall": % of students some risk	Fall: % of students high risk	Spring 2021
Early Math Assessment	**Kinder**	48%	37%	15%	Decrease high risk to _<10%; increase low risk to _>60%
Early Math Assessment	**1st**	65%	25%	10%	Decrease high risk to _<10%; increase low risk to _>75%
Fast aMath Assessment	**2nd**	73%	14%	13%	Decrease high risk to _<10%; increase low risk to _>70%

James W. Lintott Elementary School - Math Goals
A spring assessment, will respectively, decrease the percent of students at high risk and increase the percent of students at low risk to show significantly increased numbers of students at low risk by Spring and significantly decreased numbers of students at high risk as outlined at each grade level above.

Kindergarten Math Spring 2021 Early Math scores will decrease high risk to ≤10%; increase low risk to>60% by May 2021. This will be achieved through core curriculum and math intervention provided to students as needed.

First grade Math Spring 2021 Early Math scores will decrease high risk to ≤10%; increase low risk to>70% by May 2021. This will be achieved through core curriculum and math intervention provided to students as needed.

Second grade Math Spring 2021 aMath scores will decrease high risk to ≤ 10%; increase low risk to≥ 70% by May 2021. This will be achieved through core curriculum and math intervention provided to students as needed.

Reading 2020 Fall Benchmarks were assessed with Fastbridge Assessments. This assessment is in its third year in our district and students will be assessed 2 times this school year.. At-risk students will be progress monitored on growth between assessment opportunities and Fall to Spring final measures.

Fastbridge Reading Assessment	Grade Level	Fall: % of students low risk	Fall": % of students some risk	Fall: % of students high risk	Spring 2021
Early Reading Assessment	**Kinder**	**52%**	**31%**	**17%**	Decrease high risk to _<10%; increase low risk to _>60%
Early Reading Assessment	1st	**54%**	**30%**	**16%**	Decrease high risk to _<10%; increase low risk to _>60%
Fast CBMR (fluency) Assessment	2nd	**46%**	**28%**	**26%**	Decrease high risk to _<15%; increase low risk to _>65%

James W. Lintott Elementary School - Reading Goals
Kindergarten and First grade use Fastbridge Early Reading.. This will be achieved through core curriculum and reading intervention provided to students through the RTI model, Kindergarten Spring 2021 aReading scores will decrease high risk to $\leq$ 10%; increase low risk to$\geq$ 60% by May 2021. This will be achieved through core curriculum and Reading intervention provided to students .
Fluency is not tested in the fall for First grade. First grade Reading Spring 2021 aReading scores will decrease high risk to $\leq$ 10%; increase low risk to$\geq$ 60% by May 2021. This will be achieved through core curriculum and Reading intervention provided to students.
Second grade CBMR (Fluency) Spring 2021 Fluency scores will decrease high risk to $\leq$ 15%; increase low risk to$\geq$ 65% by May 2021. This will be achieved through core curriculum and reading intervention provided to students.

Study	Reflect on the following factors:
	Are available funds being used effectively to support student needs?
	    ○ As needs arise, we have looked for additional support particularly for Tier 2 and Tier 3. This has included, additional testing, , additional para support for math and reading; particularly with Tier 2, and behavioral EA support for social/emotional support. Additional support ideas in the general ed. classroom with community reading buddies, and differentiation in person and virtually.
	Is the collected data accurately identifying student needs?
	    ○ The collection data looking at rank order reflects teacher observation and targets specific areas where students need additional support.
	Is the intervention strategy effectively serving student needs?
	    ○ Intervention strategies are showing student growth for the majority and continue to provide information that allows us to quickly intervene for students who aren't making the expected growth. One area where we see students are impacted is the need for additional social/emotional support around behaviors that impede student progress. Specifically, self awareness, self - management, social awareness, relationship skills and responsible decision -making.
	Is additional professional learning needed?
	    ○ Additional professional learning is needed for all staff around social / emotional student needs and ways to support student progress .

Adjust	The data we've collected during the school day and at recess time, has shown a need for a more intentional focus around behavior skill building at the classroom level, within small groups, and at the individual student level (RTI model). It is important to continue to provide more support for students in reading and math at the tier 2 level. For math this year, a tier 2 intervention of a identified small group math club is provided by trained para educators and a certificated teacher. The data to-date is showing deeper student understanding based on module assessments. Adjustments will be based on data and reflection. Actions of improvement will be taken in a timely manner by including staff that can develop and prioritize changes based upon this plan. To be implemented this year will be a designated math committee with representatives across all grade levels. In addition, due to unprecedented COVID shut down in the spring of 2020 and distance learning in the 20-21 school year our grade level teams will be using OSPI's Mathematics Priority Instructional content . Per OSPI this guidance is not specific to a set of math programs or a selection of curriculum scope and sequence. The guidance is designed to support decisions about how to elevate some of the most important math concepts at each grade level. Teachers looked at where kids left off in the spring and geared the structure of concept priority at each grade level to support students' engagement with the most important grade level work and to minimize the impact of overall coherence. In math and all areas of academic study we will facilitate social, emotional, and academic development.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

Plan	Chehalis School District has implemented a school-wide approach to serving at-risk students. We have implemented a tiered system at our K-2 elementary school that support students. Our reading curriculum, Journeys, provides core curriculum and parallel support for the below grade level student. These core curriculum materials combine with our remediation curriculum, Leveled Literacy Intervention, provides students with additional opportunities beyond the grade level instruction. Teachers provide in-class support by coordinating leveled groups with each grade level, and additional pull-out opportunities are available for students that require additional support. Engage New York Math Curriculum is implemented K - 6. Staff continue to develop intervention practices to support students that are at-risk. Teachers provide in-the-moment reteaching and support. Students needing additional support with number sense at K-1 are pulled to intervention groups and 1:1 opportunities. Additional math support pushes into grade 2-5 classrooms. The building interventionist for math works weekly with grade level teams to strengthen team approaches to core and intervention practices. Students can also access IXL math practice opportunities at school and at home. Teachers monitor and recognize additional practice opportunities. Chehalis School District usually offers summer opportunities for at - risk learners in reading and math, but were suspended this year due to COVID. Chehalis School District provides a team of part-time and full-time mental health counselors at each school. The counseling teams teams with the teaching staff to support the basic needs of our students. Counseling staff address safety issues, sense of belonging and general academic motivation issues. Counselors work closely with teachers, administration and parents to help students find academic success. Chehalis School District coordinates closely with local daycares and preschools to help our students enter school as prepared Kindergartners. The James W. Lintott administration meets annually to transition preschoolers to Kindergarten classrooms. The students typically come to the building for tours in the spring and spend time in Kindergarten classrooms. This year we will be doing virtual walks of classrooms via a video. In addition, preschools and preschool parents are provided with a Kindergarten preparedness kit filled with activities and resources to enrich learning prior to the beginning of the school year. The Chehalis School District has a special education preschool on site and students with special needs are integrated in a Kindergarten setting prior to Kindergarten.

	ELL students entering Kindergarten are invited to attend "Kindergarten Jumpstart." This is an opportunity for ELL students to come to six-half days of pre-instruction days. Meet the Teachers and ELL staff. Parents are also invited to learn expectations and technology for communication, meet staff, and feel welcomed to the school. Transportation is offered as needed. Chehalis elementary students transition within and between buildings (James W. Lintott and Orin Smith). As a support for students, transition days (visits and presentations) and parent meetings are held in the spring prior to the move up year. This year videos were provided by Orin Smith for incoming 3rd graders and on the OSE website. In a typical year we would have an all grade open house and Barbeque. This year all information was given via a video for the expectations and routines for school presented by administration and we also did by appt and small groups to meet the teacher to go over classroom expectations and technology. Social skills are taught to all elementary students through the integrated curriculum as part of the PE curriculum as well as expanded this year to daily " Character Strong" SEL Curriculum lessons in each classroom and building wide. Students are recognized each month for positive representation and growth on monthly social skills. Parents are invited to monthly assemblies via zoom to celebrate student success. When appropriate we will return to inviting parents in for the student of the month assembly. Students also earn incentive tickets - 'Lintott Bobcat cards" to reinforce positive behaviors. College and career readiness committee includes representatives at each site. Activities are designed and implemented at individual sites creating a comprehensive plan for PK-12 students. In addition, due to unprecedented COVID shut down and distance learning in the spring of 2020 and distance learning in the 20-21 school year our grade level teams will be using OSPI's Mathematics Priority Instructional content . Per OSPI this guidance is not specific to a set of math programs or a selection of curriculum scope and sequence. The guidance is designed to support decisions about how to elevate some of the most important math concepts at each grade level. Teachers looked at where kids left off in the spring and geared the structure of concept priority at each grade level to support students' engagement with the most important grade level work and to minimize the impact of overall coherence. In math and all areas of academic study we will facilitate social, emotional, and academic development. Lintott will pilot a Rapid Automated Naming and Rapid Stimulus Test for Dyslexia screening. This is in part to RCWA. 320.260 to be in effect the 2021-2022 school year that school districts must use screening tools and resources that exemplify best practices by using multi tiered systems of support to provide interventions to students Kindergarten through second grade.	
Do	Activities to ensure mastery will be grade level specific at each site, while being complementary to the transition plans as students move through the grade levels. ● Use PLC/grade level committees to use data to analyze student growth. ● Modify curriculum to meet the needs of all learners ● Monitor progress of student mastery of grade level standards in reading and math.	

	● Create plans for additional support for strategic and at risk learners. ● Work directly with school mental health counselors to identify emotional and behavioral support as well as Special Ed Teachers. ● Seek transition plans that support the needs of students. Utilize building to building transition cards to identify individual needs of students, build cohesive and balanced classes. ● Plan budgets that will support family nights, parenting support and open, two-way communication plans. Extend opportunities to preschools and local private school students. ● Seek systems, curriculum and incentives that support behavior and student engagement.	

Study	Reflect on the following factors:
	Are available funds being used effectively to support student needs?
	    ○ As needs arise we look for additional support particularly for Tier 2 and 3. This has included testing for curriculum adjustment by Title Teachers/ grade level teams, additional support for math and reading; particularly with Tier II and behavioral EA support for social / emotional support. Students may also need additional counseling support as the number of students needing that type of support continues to increase. The goal is to create a strong foundation for these students to optimize success moving forward.
	Is the collected data accurately identifying student needs?
	    ○ A consideration for more data around behavior and counseling will be to look at possible screeners for additional targeted interventions. Data collected will look at teacher observation and target specific areas where students need additional support and/or skill building.
	Is the intervention strategies effectively serving students' needs?
	    ○ Interventions are showing student growth for the majority and continue to provide information to quickly intervene for students who are not making expected growth. One area where we see students impacted is the need for social / emotional support around behaviors that impede student progress. Specifically, for ongoing counseling and behavior support.
	Is additional professional learning needed?
	    ○ Additional professional learning is needed for all staff around social / emotional student needs and ways to support student progress .	

Adjust	The staff needs more professional development around social/emotional support. More social/ emotional training would be beneficial at the classroom level and Tier II level, and is in place for Tier III to proactively address social/ emotional needs to reduce behavior issues. Adopting the Character Strong Curriculum and AVID have been a strong start to addressing student academic, behavior, and social/ emotional needs. Continue counselor social skills group for our Tier 3 behavior students, Administration, Special Ed.,behavior EA support/ intervention for individual students--several students have behavior plans that include positive reinforcement and are supported at the classroom-level as well . In addition, continue behavior and counseling support that is available to students on a daily basis. Look for professional learning opportunities for all staff around social / emotional needs and ways to support and further student progress. Also, provide targeted counseling and behavior support whether small group or individually as needs arise.	

	Continue transition activities and tours for preschoolers transitioning into Kindergarten. We will continue to implement visits from preschool teachers to do learning walks via zoom or videos of Kindergarten classes to better prepare the transition to a full day school setting. Adjustments will be based on data and reflection. Actions of improvement will be taken in a timely manner by including staff that can develop and prioritize changes based upon this plan.	
COMPONENT #4: COORDINATION AND INTEGRATION		
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES		
Plan	Schoolwide coordination to early literacy, reading and math support. Schoolwide data is used to identify student needs. All available services are considered to provide appropriate support for individual students, including Title 1.	
Do	As a staff, the following activities will be used to identify the student needs: ● Ongoing data collection and analysis of data ● Rank order list of students based on need area (ELA, Math) considering specific skills. (ex fluency, comprehension) ● Consider the combination of programs to support student needs.	
Study	Reflect on the following factors: ● Are available funds being used effectively to support student needs? 　○ As needs arise we look for additional support particularly for tier 1 and 2. This includes testing for curriculum adjustment by the ELA and Math interventionist and looking at data to support interventions and placement in these areas. Para -Educator support is also utilized for behavioral support, reading, and math intervention . Students are also needing additional counseling support as the number of students requiring that type of support continues to increase; particularly around anxiety in the current COVID climate. The need for expanded training for staff to address behavioral needs that get in the way of learning. The Para -Educator support needs to continue with training for all staff. The goal is for these students to optimize success moving forward. ● Is the collected data accurately identifying student needs? 　○ A consideration for more data around behavior and counseling will be to look at possible screeners for targeted supports for behavior and counseling needs. 　○ Data shows the need for more math support. Currently, we have a math club for our lower rank students. Additional support will reach more students who are not at benchmark. ● Is the intervention strategies effectively serving student needs? 　○ The intervention strategies to meet the needs of most students, however more support is needed to encompass all students reading, math, social and emotional areas. Currently we have 1 Para -Educator providing additional behavior support and as needed incorporating a social group for a small group of targeted students to build their social / emotional capacity and to reduce behavior issues across their day.Thus, having an impact on learning academically and socially. ● Is additional professional learning needed?	

	○ Additional professional learning is needed around social / emotional support in an RTI tiered framework; targeting areas of self - awareness, self- management, social awareness, relationship skills, and responsible decision -making.	
Adjust	As we provide social/ emotional professional development we will coordinate with all staff and programs in our buildings, ie; HiCap, Migrant, ELL, Special Ed., support /certificated staff, and school counselor, to give a common skill set serving Chehalis School District students. To continue SEL- Character Strong curriculum and AVID strategies will be beneficial at the classroom level, and tier two level is in place for tier 3 to proactively address social /emotional needs to reduce behavior issues. Also, to continue with ongoing AVID training and implementation of strategies to expand social / emotional support to other SEL skills such as organization- mentally, physically and academically. Adjustments will be based on data and reflection. Actions of improvement will be taken in a timely manner by including staff that can develop and prioritize changes based upon this plan.	

REQUIRED :TITLE I, PART A TEMPLATE – COMBINING/BLENDING FUNDS MATRIX			
Program	**Amount Allowable**	**How the Intents & Purposes of the Program will be Met**	
Basic Education	5,443,605	**Intents/Purposes**: To provide all students with instruction aligned to grade specific state standards including intervention and enrichment services as needed. **Use of funds to support Intents/Purposes:** Basic Education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks/curriculum, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent engagement.	
Title I, Part A	82,946	**Intents/Purposes:** To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math. **Use of funds to support Intents/Purposes:** Funds are combined to support a variety of areas including but not limited to : regular school day educational support programs, additional in-class assistance, small-group pull out, reinforcement of grade specific state standards in reading, math, writing and science; target professional development for instructional staff to raise their level of effectiveness as educators, and parental engagement activities.	
Title II Part A	Budgeted Districtwide	**Intents/Purposes**: To increase the academic achievement of all students by helping schools improve teacher and principal quality and to ensure that all teachers are highly qualified. **Use of funds to support Intents/Purposes:** Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.	
Title III	Budgeted Districtwide	**Intents/Purposes**: 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. **Use of funds to support Intents/Purposes:** Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.	
Learning Assistance Program (LAP)	LAP funds will be spent as needed	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.	
Local Funds	384,194	Local levy revenue may be combined in schoolwide programs. Food service and transportation revenue is not included in this figure.	
Total	5,910,745		