

Title I, Part A Schoolwide

Building Data	
Building: Orin C. Smith Elementary	F/R Percentage: 51.87
Principal: Brett Ellingson	Grade Span: 3-5
District: Chehalis School District	Building Enrollment: 666
Plan Date: December 31, 2020	Board Approval Date: January 19, 2021

School Leadership Team Members Parent-Community Partners		
Name	Role	Email
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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:**
Click or tap here to enter text.
- 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:

- Annual Board approval
- 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
- The ways in which the model is based on a self-review of the school's program
- The characteristics of successful schools
- Equity factors for all students
- The use of technology to facilitate instruction
- Parent, family, and community involvement, they relate to a positive impact on student learning

ESSA: Sec.1111(d)(1)(B),
Plan Requirements:

- Indicators of student performance against State-determined long-term goals
- Exposition of evidence-based interventions
- Proof of a school-level needs assessment
- 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
- Approval by the school, local educational agency and State educational agency

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan	<p>The Chehalis School District applies <i>Improve, Modernize and Prepare</i> 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 Title interventionists), outside consultants (BERC Group, Crocker Group), and ESD 113, as guidance and to confirm we are utilizing best practices in our commitment.</p> <p>Title 1 Schoolwide system programming and services is planned in everything we do to support students that are struggling to meet state standards.</p> <p><i>Improve</i> student achievement by increasing the quality of instructional practice, classroom organization, professional development and teaching efficacy.</p> <ul style="list-style-type: none">● 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 OSE due to COVID and no data will be collected this year in this unprecedented year of adjustments. Grades K-5 have steadily maintained over 80% Powerful Teaching & Learning (PTL) since Spring 2016-2017.● AVID training has begun at the 5th grade level and training opportunities for all staff are available. The 5th grade team is focused on organization and received a Digital XP summer training, along with administrators and team leaders of all grade levels. Training opportunities will continue on a monthly basis.● Curriculum is considered on an ongoing basis: standards based, data driven. Teachers are involved in curriculum development planning that includes core content, intervention strategies, Behavior Management System (BMS Team), Discipline Team, and assessment measures, 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.
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- 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.
- 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 TeachNimble, Google Classroom, Zoom.
- Utilize devices that assist in meeting state standards: IXL, Zearn, AR/Star, IAB (SBAC practice test system).

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

Understand the purpose of learning through exposure to career and college study throughout the curriculum. Further to expand students' 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 Smarter Balanced Spring 2019 - No Spring 2020 Testing		SBA ELA Chehalis SD	SBA ELA Washington St.	SBA Math Chehalis SD	SBA Math Washington St.
Orin Smith Elementary	3 4 (3rd) 5 (4th)	No Data 57% 57%	No Data 56% 58%	No Data 65% 52%	No Data 58% 55%

Demographics:

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

Below are student, program and teacher demographics of Orin Smith Elementary school sites in the Chehalis School District, as well as the district and state demographics. The data below reflects the Orin Smith Elementary data from last year:

Title 1 Schoolwide Student Demographics	Student Count 2019-2020 Male%/ Female% (Updated 12/24)	Race/Ethnicity 2019-2020 White/Hispanic/Other	Free & Reduced 2019-2020
Orin Smith Elementary	666- 52.4%/47.6%	71.6%/ 19.7%/ 8.8%	51.87%
Chehalis School District	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%/ 23.6%	46.6%

Title 1 Schoolwide Program Demographics	Special Education Sept. 2019	Transitional Bilingual Sept. 2019	Migrant Sept. 2019
Orin Smith Elementary	17%	3.9%	0.9%
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
Orin Smith Elementary	95.5%/4.5%	15.2 yrs	66.4%
Chehalis-School District	96%/4%	16.8 yrs.	66%
Washington St.	86.4%/13.6%	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 this site.
- Notably more special education students than state average in the Chehalis School District and at Orin Smith Elementary.
- 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 (71% white students to 95% white teachers at the 3-5 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, we have been unable to bring volunteers into the school 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 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	<p>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.</p> <p>Systems in Place:</p> <ul style="list-style-type: none"> ● Journeys Reading Instruction, Engage New York Math, Leveled Literacy Instruction for remediation. (Pilot group - Select 3rd/4th/5th piloting LLI intervention curriculum and reviewing literary curriculum to pilot next year) ● FAST Screener - Year 3 ● 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 and Title Teacher/Librarian. Meetings scheduled 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. This year we have an added MOU to teacher contracts that provide every Wednesday (student-free-day, except for high-risk students) for training & 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, and virtual book fair in the Fall and in-person in the Spring.) ● 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	<p>Reflect on the following factors:</p> <ul style="list-style-type: none"> ● Is the core curriculum meeting our students needs? <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ○ Staff have met with ELA coach/Title teacher/Librarian monthly to discuss students' successes and ongoing struggles. Based on these PLC data gathering meetings, the coach/interventionists have adjusted curriculum and provided additional remediation tools such as ZEARN, IXL, Read Naturally, LLI and IAB math practice adjusted for at risk students, 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?

	<ul style="list-style-type: none"> ○ 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 3. ● Are benchmark assessments powerful predictors of student success on the SBA? <ul style="list-style-type: none"> ○ During the 2018-2019 school year, aMath and aReading correlated to a greater than 90% predictor of SBAC success (No testing in 2019-2020 due to COVID). ● Are we using informed data to communicate strengths and weaknesses of student progress? <ul style="list-style-type: none"> ○ Teams meet frequently with the reading coach and/or Title Teacher/Librarian 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. Currently, we have a dedicated classified staff member providing behavior support, in addition to a full-time counselor, and counselor intern in the Spring, who meet with students they have authorization from parents to counsel with. The intent of the behavior support is to build students' 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? <ul style="list-style-type: none"> ○ All grade levels are active participants in their grade level PLC and meet weekly 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, specialists) <ul style="list-style-type: none"> ○ Meetings are held one to two times a week to discuss student concerns in academic, speech, fine and gross motor, social/emotional and behavior. Rank order listing is consistently reviewed. ELL cluster teachers meet regularly at grade-level and between grade levels. ● Are parents invited and given opportunities to be partners in their students education? Are teacher/student/parents relationships valued? <ul style="list-style-type: none"> ○ Conferences are held regularly, teachers, family nights include Fall virtual and Spring in-person book fair and open library--designated pickup, 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 musicals are held
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	<p>at least two to three times a year per grade level--via zoom this year. Teachers utilize a variety of digital communication tools within the Google Classroom platform that is used at Orin Smith Elementary for distance learning and asynchronous learning days, as well as Remind.</p>
Adjust	<p>We will implement our aMath and aReading assessments 3 times a year and look for correlations as a predictor for SBA success, as well as build teachers' capacity around aMath, aReading and Illuminate. We will continue implementing more tier 2 support in math via zoom using support staff, as we have our title groups for reading at this time. In addition, Fastbridge and Illuminate will be used by more staff for a more efficient way to access data for everyone. Informed data needs to be accessed more for student RTI placement on a consistent basis. PLCs need to maximize access to reading coach 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 /student/family capacity in this area. This includes:</p> <ul style="list-style-type: none"> ● AVID Digital XP training - Summer and ongoing for 5th grade team, 4th and 3rd grade team leaders. Across 3-5 grade levels, continue to build AVID strategies and provide opportunities for monthly trainings. ● School-wide Tier I intervention with Character Strong. Multiple training opportunities for certified and classified staff, and quarterly Discipline Team meetings to deploy daily Character Strong curriculum for all grade levels. ● Cougar Cards" for positive behavior in 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" - counselor; Developing check-in and check-out system for Tier II/Tier III students. ● Monthly staff character challenges, as well as family challenges/SEL tips in the quarterly newsletter. ● 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	<p>Orin Smith Elementary building administration and grade level leaders will work together to implement Title 1 program through implementation of the following schoolwide reform strategies:</p> <ul style="list-style-type: none"> ● 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

	<p>support” or “ongoing support”, in person and via zoom on Wednesdays.</p> <ul style="list-style-type: none"> ● Data-based decision making - individual student data is collected through district level collections, as well as grade level benchmarks and common formative assessments. The use of IAB’s (Interim Assessment Blocks), are skill driven and used in advance of SBA (Smarter Balanced Assessment) to predict and prepare for student success on the annual student assessment. ● 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	<p>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.</p> <p>Data-study at each grade level</p> <ul style="list-style-type: none"> ● identify students with strategic and at-risk skill levels in reading and math. <p>Tiered programs of support that serve students across subject matter</p> <ul style="list-style-type: none"> ● Core + leveled instructional groups grades 3-5, and additional pull-out /push-in support for tier 2 & 3 <p>Climate data</p> <ul style="list-style-type: none"> ● Building leaders to guide/evaluate school instructional model ● Shared leadership responsibilities: site team, grade level leaders, instructional coaches. ● Refine Behavior Management System that was implemented last year, focused on positive interventions and tracking data. <p>Parent Involvement Activities & Family Nights</p> <ul style="list-style-type: none"> ● Back-to-school Student Orientation ● Open house ● 1:1 conference opportunities two times per year ● School Compact Family nights/instructional nights ● Virtual Volunteer opportunities ● PTA enrichment activities: Touch a Truck, Mother-Son Night, Daddy-Daughter Dance, Watch Dog training, etc. -- Limited due to COVID. <p>Title 1 Schoolwide informational meetings</p> <ul style="list-style-type: none"> ● Opportunities to meet Title 1 school wide staff, explore curriculum and learn about the program. ● Student Compact ● Annual parent survey <p>Opportunities for parent education</p> <ul style="list-style-type: none"> ● ELL Family support Group ● Home visits

Building Data

Fall 2020 aMath assessments will be used to set smart goals at each grade level. aMath is a common formative assessment that will be administered three times annually to measure student mastery of grade-level standards. This is the second year of implementation of this assessment. At-risk students will be progress monitored on growth between assessment opportunities.

Fastbridge Math Benchmark Assessment Update 10/28	Fall: % of students high risk	Fall: % of students some risk	Goal: Increase the % of students at or above standard to 80% or greater	Fall: % of students low risk	Fall: % of students no risk
Fast aMath Assessment 3rd	13%	8%	---->2%	59%	19%
Fast aMath Assessment 4th	14%	14%	---->7%	55%	17%
Fast aMath Assessment 5th	23%	7%	---->10%	61%	9%

Orin Smith Elementary School - Math Goals

At Spring assessment, decrease percent of students at high risk and increase 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.

Third grade math Spring 2021 scores will show an increase of 2% from the Fall 2020 by May 2021. This will be achieved through core curriculum and math intervention provided to students as needed, with February 2021 growth check-in.

Fourth grade Math Spring 2021 scores will show an increase of 7% from the Fall 2020 by May 2021. This will be achieved through core curriculum and math intervention provided to students as needed, with February 2021 growth check-in.

Fifth grade Math Spring 2021 scores will show an increase of 10% from the Fall 2020 by May 2021. This will be achieved through core curriculum and math intervention provided to students as needed, with February 2021 growth check-in.

Reading 2021 Fall Benchmarks were assessed with Fastbridge Assessments. This assessment is in its third year in our district and students will be assessed 3 times, yearly. At-risk students will be progress monitored on growth between assessment opportunities.

UPDATE Fastbridge Assessments	Fall: % of students high risk	Fall: % of students some risk	Goal: Increase the % of students at or above standard to 80% or greater	Fall: % of students low risk	Fall: % of students no risk
3rd CBMR (fluency)	25%	9%	---->14%	50%	16%
3rd aReading (comprehension)	19%	8%	---->8%	53%	19%
4th CBMR (fluency)	25%	11%	---->16%	53%	11%
4th aReading (comprehension)	23%	6%	---->9%	55%	16%
5th CBMR (fluency)	27%	16%	---->22%	53%	5%
5th aReading (comprehension)	15%	8%	---->3%	67%	10%

Orin Smith Elementary School - Reading Goals

Third grade Reading scores (CBMR & aReading) Spring 2021 scores will show an increase of 14% CBMR and 8% aReading from the Fall 2020 by May 2021. This will be achieved through core curriculum and reading intervention provided to students as needed, with February 2021 growth check-in

Fourth grade reading scores (CBMR & aReading) Spring 2021 scores will show an increase of 16% CBMR and 9% aReading from the Fall 2020 by May 2021. This will be achieved through core curriculum and reading intervention provided to students as needed, with February 2021 growth check-in.

Fifth grade Reading scores (CBMR & aReading) Spring 2021 scores will show an increase of 23% CBMR and 3% aReading from the Fall 2020 by May 2021. This will be achieved through core curriculum and reading intervention provided to students as needed, with February 2021 growth check-in.

Study	<p>Reflect on the following factors:</p> <ul style="list-style-type: none"> ● Are available funds being used effectively to support student needs? <ul style="list-style-type: none"> ○ 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 differentiation in-person and virtually. ○ Looking at this year’s amath scores in the Fall, the 4th and 5th grade cohort show higher levels of high/some risk than last year. Presently, we haven’t rehired our math coach position for 3-5 students. We are watching the data to see if the use of EAs to support cohorts of students 2 to 3 times per week for tier 2/tier 3 interventions will move students forward with the present A/B schedule providing smaller groups and more opportunities for instructional support. ● Is the collected data accurately identifying student needs? <ul style="list-style-type: none"> ○ The collected data, looking at rank order, reflects teacher observation and targets specific areas where students need additional support. ● Is the intervention strategies effectively serving student needs? <ul style="list-style-type: none"> ○ 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	<p>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. In math--for the third year--a tier 2 intervention of a dedicated paraeducator at each grade level (3-5), is providing daily, 30-minute interventions for each classroom. 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 the unprecedented COVID shut down in the spring of 2020 and distance learning in the 20-21 school year, our grade level teams will be referencing OSPI’s Mathematics Priority Instructional content. Per OSPI, this guidance is not</p>

	<p>specific to a set of math programs or a selection of curriculum scope and sequence. This guidance is designated to support decisions about how to elevate some of the most important math concepts at each grade level. Teachers will look at where students left off in the spring and gear 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.</p> <p>In math and all areas of academic study, we will facilitate social, emotional and academic development.</p>
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COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
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PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
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Plan	<p>Chehalis School District has implemented a school-wide approach to serving at-risk students. We have implemented a tiered system at our 3-5 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 combined 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.</p> <p>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 push into grade 3-5 classrooms. Students can also access IXL math practice opportunities at school and at home. Teachers monitor and recognize additional practice opportunities.</p> <p>Chehalis School District usually offers summer opportunities for at-risk learners in reading and math, but were suspended this year due to COVID.</p> <p>Chehalis School District provides a team of part-time and full-time mental health counselors at each school. The counseling teams partner 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.</p> <p>Chehalis elementary students transition within and between James W. Lintott (Grades K-2) and Orin Smith (Grades 3-5). Fifth-grade students from Orin Smith Elementary also transition to Chehalis Middle School. 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 for students and shown at the classroom level and on the Orin Smith Elementary website. Elementary schools also hold "Back to School Student days" prior to the start of the school year. It is an opportunity to meet the teacher and explore the school in advance of</p>
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	<p>the new school year, as well as learn how to access technology platforms due to the virtual start up requirements. We also did by appointment and small groups to meet the teacher to go over classroom expectations and technology.</p> <p>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. Students are recognized each month for positive representation and growth on monthly social skills. Parents receive certificates celebrating their child’s social decisions. Students also earn incentive tickets to reinforce positive behaviors within the academic setting, as well as beyond the classroom i.e., playground, passing areas and lunchroom.</p> <p>College and career readiness committee include representatives at each site. Activities are designed and implemented at individual sites creating a comprehensive plan for PK-12 students. This year includes weekly college videos and wearing college colors or logos every Tuesday and Thursday.</p> <p>In addition, due to unprecedented COVID shutdown in the spring of 2020 and distance learning in the 20-21 school year, our grade level teams will be referencing 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 will look at where kids left off in the spring and gear 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.</p> <p>In math and all areas of academic study, we will facilitate social, emotional, and academic development.</p>
Do	<p>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.</p> <ul style="list-style-type: none"> ● 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 emotional behavior teacher (EBD Program) and Special Education teachers. ● Seek transition plans that support the needs of students. Utilize building-to-building transition cards to identify individual needs of students, and build cohesive, balanced classes. ● Plan budgets that will support virtual family activities, parenting support and open, two-way communication plans. Extend opportunities to preschools and local private school students. <p>Seek systems, curriculum and incentives that support behavior and student engagement</p>

Study	<p>Reflect on the following factors:</p> <ul style="list-style-type: none"> ● Are available funds being used effectively to support student needs? <ul style="list-style-type: none"> ○ As needs arise, we have looked for additional support particularly for Tier 2 and Tier 3. This has included, additional testing, curriculum adjustments, additional para support for math and reading; particularly with Tier 2, 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? <ul style="list-style-type: none"> ○ The collected data, looking at rank order, reflects teacher observation and targets specific areas where students need additional support. Data collected by the counselor and behavior support person reflect an ongoing need for more counseling and behavior support. ● Is the intervention strategies effectively serving student needs? <ul style="list-style-type: none"> ○ 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, a need for ongoing counseling and behavior support. ● Is additional professional learning needed? <ul style="list-style-type: none"> ○ Additional professional learning is needed for all staff around social/emotional student needs in an RTI tiered framework; targeting areas of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
Adjust	<ul style="list-style-type: none"> ● As we provide social/emotional professional development, we will coordinate with all staff and programs in our buildings, i.e., HiCap, Migrant, ELL, Special Ed., support/certificated staff and school counselor to create a strong Tier One and give a common skill set serving Orin Smith Elementary students. To continue SEL - Character Strong curriculum and AVID strategies will be beneficial at the classroom level, and enhance tier two and 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.
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	<p>As a staff, the following activities will be used to identify the student needs:</p> <ul style="list-style-type: none"> ● Ongoing data collection and analysis of data ● Consider the combination of programs to support student needs
Study	<p>Reflect on the following factors:</p> <ul style="list-style-type: none"> ● Are available funds being used effectively to support student needs? <ul style="list-style-type: none"> ○ As needs arise, we look for additional support particularly for tier 1 and 2. This includes testing for curriculum adjustment by the ELA Coach/title teacher/librarian 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' optimized success moving forward Is the collected data accurately identifying student needs? <ul style="list-style-type: none"> ○ A consideration for more data around behavior and counseling will need to be looked at as possible screeners for targeted supports for behaviors and counseling needs. ○ Data shows the need for more math support in Tier 2; presently we use classified math interventionist at each grade level. Additional support will reach more students who are not at benchmark. ● Is the intervention strategies effectively serving student needs? <ul style="list-style-type: none"> ○ The intervention strategies meet the needs of most students; however more support is needed to encompass all students in reading, math, social and emotional areas. An EA is providing additional behavior support and checks in with students, but ongoing training is needed for this role. ● Is additional professional learning needed? <ul style="list-style-type: none"> ○ Additional professional learning is needed around social/emotional support in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making in an RTI tiered framework.
Adjust	<p>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. Social / Continued training around Character Strong SEL curriculum that has been implemented at the classroom level, to branch out to tier two level would be beneficial. SEL curriculum is in place for tier 3 to proactively address social /emotional needs to reduce behavior issues. Adjustments will be based on data and reflection. Also, ongoing AVID training to expand social/emotional support to other SEL skills such as organization--mentally, physically and academically.</p> <p>Actions of improvement will be taken in a timely manner by including staff that can develop and prioritize changes based upon this plan.</p>

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	\$4,603,704.00	<p>Intents/Purposes: To provide all students with instruction aligned to grade specific state standards including intervention and enrichment services as needed.</p> <p>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.</p>
Title I, Part A	\$433,181.00	<p>Intents/Purposes: To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math.</p> <p>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.</p>
Title II, Part A	Budgeted Districtwide	<p>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.</p> <p>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.</p>
Title III	Budgeted Districtwide	<p>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.</p> <p>Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
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	\$383,596.00	Local levy revenue may be combined in schoolwide programs. Food service and transportation revenue is not included in this figure.
Total	\$5,420,481.00	