

# Santiam Elementary School Title IA Schoolwide Plan 2021-2022

## Santiam Elementary School Title IA Schoolwide Plan 2021-2022

### Committee Members

Angela Moreno – Math Specialist/Instructional Coach

Stephanie Grenbemer – Teacher first grade

Corrine McGinnis – Title IA Director/Principal/Title III Director

Todd Miller – Superintendent

Carla Ohrt – Title IA Paraprofessional

Lindsay Sloan – Office Manager

Cyndie Anderson Parent

Jennifer Longfellow - Literacy Specialist

Alex Nalivaiko –Special Education Director

## Background

The Santiam Elementary school has been using the adopted curriculum Engage NY for both reading and math content areas since 2014. A response to intervention program was created in 2014. That program was completely redesigned under the guidance of the leadership team to create more small group interventions for all students who may have been adversely affected by lost instructional time during COVID, reduce student to teacher ratios during independent skill development time allowing for immediate feedback and reinforcement of skills, and provide push in support for special education and tier three (red zone) students requiring interventions while protecting academic core. Santiam Elementary educators have completed the Oregon Formative Assessment Training (OFAST) in the 2016-2017 school year. This along with our new RTI program provides consistent progress monitoring on a weekly basis and helps provide support for all students K-5. PLC meetings every Monday allows for regular and frequent communication between instructional support staff, teachers, specialists, and administration to ensure all aspects of the academic model are functioning in a way that serves individual student learning needs.

## Needs Assessment

The Spring of 2021 preliminary data showed significant learning deficits following academic loss due to Covid and wildfire. Santiam Elementary staff used the Oregon Report Card Ratings Detail, Easy CBM, and teacher data from the 2019-2020 and 2020-2021 school years as their data sources. Student learning fell well below benchmark targets and the staff felt compelled to completely restructure their academic model to address learning gaps in instruction. Although both Math and Language arts were recognized as high need areas, 2021-22 will focus primarily on Literacy.

In the Fall of 2021 SES staff redesigned the master schedule to create a push in model for specialized student support services. The intervention program was a school wide plan to meet all student needs where they are. Reallocation of staff allowed for optimal teacher to student ratios. Staff began evaluating a new ELA Curriculum for adoption and purchased intervention curriculum to address academic learning gaps.

Parents and staff at our initial Fall meeting indicated that redesigning the master schedule and expanding RTI models under the guidance of a literacy specialist was the appropriate way to restructure our SES service model. The team determined that there should be professional development on scaffolded instruction, setting high expectations for student performance, PLC collaboration to make timely decisions, differentiated instruction, and meaningful independent practice. PD will be provided to both certified and classified staff. This inclusive professional development model will ensure all SES staff are capable of delivering high quality academic support to our students.

## Goals

### 1. Provide academic support to all students.

Academic student achievement goals that support all students, require commitment and coordination from all stakeholders. The process requires that teachers and paraprofessionals work together to provide supplemental support within the classroom, so all students can achieve high academic standards.

Staff will provide focused English Language Arts (ELA) instructions:

- by implementing with fidelity the ELA CCSS in grades K-5.
- with the rigor and relevance that the ELA CCSS requires in grades K-5.
- through the Engage NY ELA curriculum modules.
- with the newly purchased ELA curriculum for grades K-5.
- Whole group ELA instruction and small group reading instruction was blocked out in the master schedule as protected time.
- RTI program was built into the schedule for all students Kg-5<sup>th</sup> grade and allows for a tiered intervention program approach for all students in ELA. (using Raz Kids, Reading Mastery, Fluency IRI instruction)
- ECRI strategies and training provided for all educators
- PLC every other week to discuss learning growth and address student needs.

Staff will provide focused math instruction:

- by implementing with fidelity the math CCSS in grades K-5.
- with the rigor and relevance that the math CCSS requires in grades K-5
- through the Engage NY Math curriculum modules.
- Whole group math blocks will be protected and small math group blocks will also be used as a primary intervention
- IXL/Dreambox was purchased to support individualized math instruction that could be used during IXL/Dreambox block and in class as additional interventions
- Time was designated in the master schedule for all students
- Funds were also used to support .185 paraprofessional to support IXL intervention in math under the supervision of the math specialist.
- PLC implementation will focus on Math
- Math Committee has developed and aligned priority math standards for the work.
- PLC every other week to discuss learning growth and address student needs.

### 2. Provide differentiated instruction to all students. Staff will provide differentiated instruction by:

- adapting curriculum and/or content as needed.
- utilizing digital tools 1:1 devices school wide.

- accessing online resources (Engage NY, Perfection Learning and/or Amplify) to create personalized learning opportunities to meet the diverse needs of all students.
- Create leveled reading groups and provide differentiated instruction throughout the academic day in protected time that is flooded with paraprofessional support
- Utilize OFAST/ECRI professional development knowledge to inform instruction

### 3. Acquire reliable interim and formative assessments for grades K-6.

Staff will investigate new and existing, interim and formative assessments by evaluating the assessments for:

- alignment to CCSS.
- the ability to provide reliable data.
- a strong continuum from grade level to grade level.
- use in math and ELA.
- OFAST trainings
- pre/post data
- Easy CBM assessments math/reading and progress monitoring
- DESSA assessment for social emotional learning.

## Monitor

PLC's meet every Monday alternating Math and Literacy.

- monitor student progress
- review relevant data
- discuss curriculum
- make curriculum adjustments
- determine assessments that demonstrate CCSS completion
- Time for common grade level team collaboration was built into the schedule for 4 hours per week this time to be utilized to support student engagement and instruction based data review.

## Evaluate

Goal 1

Will be:

- achieved when all instructional staff have incorporated the ELA and math CCSS for all students.
- supported by the number of supplemental and intervention hours that paraprofessionals provide to students.

## Goal 2

Will be:

- measured by the percentage of students who received differentiated instruction and met their grade level achievement standards.
- reflected in each teacher's individual Student Learning Growth Goal.

## Goal 3

Will be:

- measured by various kinds and/or forms of assessments (Easy CBM, SBA, teacher created, Engage NY,/or Amplify) that will be administered at different times throughout the year.

When these goals are attained:

- integrated CCSS curriculum will be taught to all students.
- appropriate differentiation will occur for all students.
- interim and formative assessments will regularly drive instruction and interventions.
- student growth goals will be met for all students.
- all students will achieve high academic standards.

## Supplemental Service Plan

After analyzing all of the evidence, the staff selected the following supplemental services and activities to support the goals of the 2021-2022 School wide plan.

- 1.185 FTE Paraprofessionals will support the instructional needs of students by providing literacy and math support under the direct supervision of specialists in the following areas
  - Math support to grades 1-5
  - RTI program with ELA
- 1.0 FTE Certified teacher will support and coordinate RTI intervention program using benchmarking process and new supplemental curriculum.
- Paraprofessional Training and On-Site Program Support Substitute
- Santiam School Wide Supplemental Supplies and Materials
  - Replenish and update Leveled Reading Intervention Materials
  - High interest, reading level appropriate book for each student to take home during SES Read Across America grades K-5
  - Student Reading incentives for Book It grades K-5
- Parent and Family Involvement
  - Parent Advisory Committee meets up to 4 times per year. Once during spring registration to set summer work schedule, Once during summer inservice to approve school plans, once during fall parent teacher conferences to discuss current academic data and performance trends, and once after winter benchmarking to identify areas where initial plan may need revision.
  - Parent Advisory Committee will be invited to participate in the curriculum adoption process, providing valuable feedback to support

our community vision of learning. This group will review overall school wide growth and data trends in the spring to make programming recommendations for the following academic year.

- Schoolwide Planning
  - Summer work and additional work during the year with Leadership, Literacy, Math, Tech, and PBIS Committees. These committees meet monthly during contract hours to review school goals and actions plans for implementation.

## Budget

Santiam Elementary School wide Title IA 2021-2022 Budget