

**Schoolwide Title I/ELL**  
***Building Improvement Plan***

**Hallett Elementary School**  
**Medical Lake School District**  
**2015- 2016**

## Hallett's Schoolwide Title 1 Program

Hallett's Schoolwide Title 1 Program is a comprehensive reform strategy designed to upgrade the educational program in a Title 1 school. The primary goal of Hallett's Schoolwide Program is to ensure **all** students, particularly those who are low-achieving, demonstrate proficient and advance level in the state achievement standards.

Hallett Elementary's **entire staff** is responsible and supports the Schoolwide Program. There is no one labeled as the "Title 1 teacher." The emphasis in Schoolwide Title 1 is serving all structures that support student learning, and combining resources, as allowed, to achieve, a common goal.

Hallett's Schoolwide Program will maintain the fundamental Title 1 principles of including accountability and reporting of academic results. Funding can serve all students within the school needing assistance.

One key component in any Schoolwide Title Program is to increase parental involvement in helping their children do well in school. Hallett offers many opportunities and activities throughout the school year. Your participation is wanted and welcomed!

## ASSESSMENT

- A. The assessment results of all students will be used as an evaluation tool to determine a student's eligibility for receiving assistance from the Schoolwide Title I Reading program.
  
- B. The Washington State Learning Standards (CCSS) was adopted in the area of Language Arts in July 2011. Our current state assessment, Smarter Balanced, will be operational for the 2015-2016 school year for Grades 3-5. These state assessment results are also used to determine student Schoolwide Title I Reading eligibility.
  
- C. The Northwest Evaluation Association Reading (NWEA) is a standardized test given to our students in grades K-5. This test is a major indicator for targeting reading deficiencies. Any student who ranks in the 40<sup>th</sup> percentile or lower will be looked at for qualification in the Schoolwide Title I Reading Program. Each fall, winter, and spring, students in grades kindergarten through fifth participate in taking their grade level reading and math NWEA tests. The annual reading and math growth of students is measured from spring to spring. Previous year's spring scores are used as one component for student qualification in the Schoolwide Title I Reading program.
  
- D. AIMS-Web is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. Students are tested in the fall, winter and spring. Kindergarten and first grade students are tested on early literacy (letter name fluency, letter sound fluency, phonemic segmentation fluency, and nonsense words). First graders are tested on fluency with three story selections beginning with the winter assessment and grades two through five are tested on their fluency rate during fall, winter, and spring testing sessions.

## STUDENT LEARNING/ASSESSMENT DATA

The following assessments are used to document student growth and to guide instruction in the academic areas of literacy and mathematics:

- NWEA reading/math tests three times a year K-5<sup>th</sup>
- Smarter Balance once a year 3rd-5th
- AIMS-Web screening three times a year K-5<sup>th</sup>

## CURRICULUM

- A. Currently, Schoolwide Title I services are given to grades Kindergarten through fifth. Kindergarten through fifth grades may use the MLSD Title 1 reading resources: Soar to Success, Reading Mastery, and Read Well Direct Instruction to supplement core reading.
- B. Supplemental and teacher developed materials will be used to accelerate the learning of struggling readers. Reading instruction will be explicit, intentional, and rigorous. Effective methods and instructional reading strategies that are researched based to compliment the "core" reading program and Washington State Learning Standards.
- C. Read Naturally, Razz-Kids, Learning A-Z, and Reading Counts will be used to support and develop reading comprehension, accuracy, fluency, vocabulary, and interest in grades Kindergarten through fifth.

## **INSTRUCTION**

The Schoolwide Title I Reading facilitators will be instructing at-risk and ELL students through both inclusion and pull-out models depending on teacher/student needs. The Title I Program at Hallett Elementary is a Schoolwide Model designed for struggling students to help them achieve proficiency on the Washington State Learning Standards.

## **STUDENT SELECTION PROCEDURE**

**The Schoolwide Title I Reading screening, enrollment, and exit procedures:**

### **SCREENING PROCEDURE**

1. Grade K-1 AIMS-Web screening assessment (Letter and Sound Fluency, Phoneme Segmentation, and Non-Sense Words)
2. Grades 2-5 AIMS-Web screening assessment for fluency
3. Grades K-5 Northwest Evaluation Association Reading and Math Test (NWEA)
4. Grades 3-5 Smarter Balanced State Test
5. Grades K-5 Teacher Referral
6. Grades K-5 Rank order grade level students by greatest reading need.

### **ENROLLMENT PROCEDURE**

- A. Assessments and student ranking
- B. Scheduling
- C. Establish Student learning goals and targets

## **EXIT PROCEDURE**

- A. Classroom teacher and Title 1 Facilitator
- B. AIMS-Web/NWEA Assessment/Performance Assessments
- C. Classroom progress evaluated
- D. Reports updated-list student exit date

## **ELL SCREENING, ENROLLMENT, and EXIT**

English Language Learners are given the Washington English Language Proficiency Assessment (WELPA) placement test within the first ten days of enrollment to determine initial eligibility for placement. If they qualify for ELL, parents are notified through letter for permission to be served in ELL instruction. If parents approve placement, the ELL students will be served by the Title/ELL teacher assisting with communication skills, reading, and writing depending upon their level of need. The ELPA 21 annual test is administered each Spring to all ELL students to measure their growth in English language, as assessed in oral situations, reading, and writing, regardless of whether they are served through ELL instruction or not to determine if they will exit the ELL program.

## **COORDINATION OF SERVICES**

- A. Services are coordinated with the special education programs available in the district.
- B. Grade level and Special Education Professional Learning Community meetings focus on supporting student learning.
- C. Extended learning opportunities are provided for students before, during and after school.
- D. Students are provided extra help during school through the Response to Intervention model (RTI)
- E. Counseling is available with information regarding other services available to Medical Lake School students.

## Schoolwide Title I Parent Involvement Plan

Medical Lake District schools pledge to provide quality education for each child who attends school in this district. With this goal, it is imperative that a strong partnership is developed between school staff members, parents, and the community. By working together to promote and encourage academic achievement, we can ensure that our students will be able to succeed in today's ever-changing world.

It is evident that a number of students may need academic assistance beyond regular instruction within the classroom. This assistance is available through the Schoolwide Title I Reading Program in order to provide additional reading and math instruction for students who are striving to meet grade level expectations as determined by the Washington State Office of Superintendent of Public Instruction. Again, parent involvement in the Schoolwide Title I program is necessary for optimal student success.

### *Components of the Schoolwide Title I Parent Involvement Plan*

- The Parent Involvement Plan is reviewed annually and is available to both parents and teachers as a reference.
- Parent volunteer opportunities will be made available through the Schoolwide Title I Program.
- Parents may pre-arrange class visitations based on student and staff schedules.
- Information regarding local, state, and federal guidelines as well as Washington State performance standards will be available to parents, school staff, and community members.
- The Schoolwide Title 1 team will make available the necessary academic resources to further enhance the student's learning through reading/math strategy and skill practice.
- Parent input is encouraged in the involvement plan and a survey will be conducted annually for feedback and suggestions.

- The District/Parent/Title I Committee meets annually to review the program.
- As members of the Hallett educational community, together we are partners in your child's education as we uphold the intent of this Schoolwide Title 1 Part A Educational Community Compact (to be signed before or at Fall conferences)

## **Profile Meetings and RTI (Response to Intervention) Process**

### **Profile Meetings**

Team members consisting of the principal, psychologist, physical therapist, speech, school counselor, Title Facilitator(s), Special Education teacher, and classroom teacher will conduct Profile meetings three times during the school year. These meetings are designed for the classroom teacher to address the team concerning every student within the classroom. Student progress will be reviewed by examining Smarter Balanced state scores, NWEA scores, AIMS-Web fluency, as well as classroom assessments utilized in determining growth and achievement. Other factors, such as social skills and environment, may also be discussed as the team looks at the whole child to determine the best practices for education. During these meetings, the team collaborates to make decisions regarding intervention, Title I services, Special Education placement, leveled placement, or modification of instruction. Further practice on skills may be encouraged through FRONT ROW and IXL math programs, or extended school day intervention sessions. The team may also make suggestions and provide input for the teacher who is concerned with student behavioral and/or social issues.

### **RTI (Response to Intervention)**

RTI was implemented by the state in order to encourage maximum academic growth while addressing behavior problems. Its focus is to target the learner who may be showing insufficient progress in school. The goal of the RTI model is to identify those students, monitor their progress, and provide the necessary academic intervention for them to succeed in school. Hallett Elementary School offers intervention times for added practice beyond the regular school day.

### **Professional Development Activities**

One on-going part of a professional development activity is the weekly Professional Learning Communities (PLC) meeting. Teachers and staff collaborate together to align the state testing standards, work on curriculum, create common assessments, and work with the Title team and other support staff to create and develop instructional plans for struggling students. The Schoolwide Title teacher collaborates with the regular education teachers to discuss reading and math curriculum, reading and math strategies, assessment results, and for the purpose of identifying students at-risk for reading and math. The PLC meeting also offers the opportunity for grade level team discussions in terms of creating the best intervention plan for the student. Title I Reading placement is one such plan. The PLC team can make recommendations for student referral to Title. The PLC meetings can also serve as an opportunity for teacher feedback concerning teaching practices as one can share a successful methodology used for students who are not mastering the skill.

Other professional development opportunities for Title instructors are workshops provided by the North East Washington Educational Service District. NEWESD 101 in Spokane offers a variety of workshops throughout the year in the areas of reading and math. These workshops and classes are instrumental for gaining knowledge on new practices for teaching reading.

## **Parent Involvement Policy and Procedures**

Hallett elementary school is committed to the goal of providing quality education for every child. Through this goal, it is important to establish partnerships with parents in the community. Hallett's educational staff strives to work with parents in order to help each child succeed in school. By working together and having high expectations for student achievement, the partnership will encourage student performance and goals. Support from both home and school are necessary in order to nurture the academic growth of each child.

Some students may need further support in helping them reach their goals in reading and math. Hallett Elementary recognizes that assistance for these students is needed beyond regular classroom instruction. This support comes through the Schoolwide Title I Reading/Math program. This program has been developed to help students reach Washington State Learning Standards. Parent involvement is a necessary component for student success in the Schoolwide Title program.

Parents are invited to join the school staff to help compose or revise the Parent Involvement Policy for the school. Parental input and discussion involving the policy are welcome. The Parent Involvement Policy is readily available for parent observation. Hallett elementary involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, schoolwide under Section 1114, and the process of the school review and improvement under Section 1116. Parents will be provided a copy of the school plan to review and provide input for revisions if necessary. Opportunity will be given to serve on the School Improvement Committee.

The school shall provide materials and training to help parents work with their children to improve their academic achievement. Examples of these are literacy training and using technology, as appropriate, to foster parental involvement. Parents will be informed of these opportunities throughout the school year. Hallett Elementary shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in an easily understood format.

Medical Lake School District shall educate teachers, student services, personnel, principals, and other staff to see the value and contributions of parent involvement, learning how to reach out, communicate, and work with parents as equal partners. This further involves implementation and coordination of parent programs, and to build ties between parents and the school.

Title I facilitators will attend Title I Parent Involvement meetings on an annual basis. Title I facilitators can co-conference with the regular classroom teacher during Fall and Spring Parent-Teacher Conferences.

All parents are invited to attend, participate, and be a member of the Parent Teacher Student Organization (PTSO). All parents are invited to schoolwide activities throughout the school year that involve sharing programs with a strong emphasis on parental involvement in their child's education and school related activities. Medical Lake School District coordinates and integrates parent involvement activities through the ECAP Program (Early Childhood and Parenting).

Hallett may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school related meetings and training sessions.

The school may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

Medical Lake School District may establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section. The school may develop appropriate roles for community-based organizations/ businesses in parent involvement activities.

### **Part III - Accessibility Requirements:**

In carrying out the parental involvement requirements districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.