Salish Coast Elementary

School Improvement and Title I Plan Data

School Improvement Leadership Team: Rachel Carben, Tara Clanton, Lisa Condran, Laura Cook, Tracy Gallegos, Cheryl Garnett-Harris, Paige Eldridge, Merri Emerson, Wanda Leclerc, Nora Sabia, Sheri Shaw, Dorothy Stengel, Ellen Thomas

2020-21 SCHOOL IMPROVEMENT PLAN AT A GLANCE

Goal Summary

The Salish Coast School Community is committed to improving educational outcomes for all students and reducing gaps in achievement for historically underserved students. Continued implementation of Multi-tiered Systems of Supports (MTSS), a service delivery framework focused on prevention and problem solving for all students that connects academic and non-academic interventions is the focus of our 2020-2021 school year plan.

Data Summary:

- Our first year of MTSS implementation had many successes. For students now in grades 2-5, we saw a 5% decrease in the total number of students needing level 3 support in literacy and an 8% increase in the number of students needing a level 1 of support when comparing Fall 2019 to Fall 2020 FastBridge reading scores. However, for students currently in first grade over the same period of time, we saw 19% more needing level 3 support and a decrease of 21% needing only level 1 support.
- For our students in grades 2-5, in the area of mathematics, we saw a 1% decrease in the number of students needing level 3 support and 6% increase in the number of students only needing a level 1 of support when comparing Fall 2019 to Fall 2020 FastBridge mathematics scores. For our 1st grade students, while not as large as in literacy, there was learning loss in mathematics as well. There was a 13% increase in the number of students needing level 3 support and a 12% decrease in the number of students needing only level 1 support.
- Two high quality core literacy curricula are being piloted this school year with the goal of a school-wide adoption by September 2021. The decision to adopt a literacy curriculum will be guided by Port Townsend School District Board Instructional Materials Policy and Procedure 2020 and 2020P.
- Social and emotional screening data showed that students were much more likely to identify themselves at risk emotionally than their teachers were according to the Social Academic Emotional Behavioral Rating Scale (SAEBRS) conducted in Fall of 2019.
- The Washington School Improvement Framework (WSIF) scores show achievement gaps for students with disabilities, students who are low income, and students who are learning English.
- Our MTSS fidelity rubric identified areas of relative strength and areas for growth. Noted areas of strength were the screening process, the progress monitoring tools, the leadership personnel, and schedules. Areas for growth included adopting an English Language Arts Curriculum, developing a clear decision making matrix for

intervention, and offering more school based professional development.

- The Salish Coast Program Disproportionality Analysis Report for 2019-2020 created action plans to meet areas of discrepancies in race, gender, English language proficiency, socioeconomic or disability status.

Component #1 Summary: Needs Assessment

<u>Plan</u>: Continue to implement MTSS and use available data to improve student learning, while considering the impact of COVID and the various instructional models during the 2020-2021 School Year.

<u>Do</u>: Leadership teams and grade level teams will regularly review school-wide data; identify resources, encourage parent involvement in making learning plans; and recommend and implement next steps to make for continuous improvement, which will be assessed by school-wide data sources such as Fast Bridge.

<u>Study</u>: In addition to the MTSS Leadership Team, three other leadership subcommittees will guide the school improvement work during the 2020-2021 School Year: 1. Pandemic Pedagogy and Procedures Team; 2. Positive Behavior Intervention Supports (PBIS) and Social/Emotional Learning Team; and 3. Attendance and Family Engagement Team.

<u>Adjust</u>: Based on available data each team will adjust their approach to meeting the immediate and long-term goals of our MTSS implementation informed by regular meetings that will utilize data informed decision making protocols.

Component #2 Summary: School wide Reform Strategies

<u>Plan:</u> Proceed with second year of MTSS implementation with a focus on continuing practices which were developed and deemed successful during year one and piloting two high quality English language arts curricula, which would address the need for a universal and consistent Level 1 of support literacy intervention.

<u>Do:</u> With the help of a newly hired MTSS Coach (and Dean of Students), Salish Coast will focus on high yield interventions and closing achievement gaps for English learners, students with disabilities, and students who are low income, while utilizing resources gained through participation in the University of Kansas SWIFT center Equity Based MTSS professional learning summit.

<u>Study:</u> Instructional teams comprised of grade level teachers and interventionists will regularly reflect on student learning and make data-based decisions on instructional intervention learning plans for individual students.

<u>Adjust:</u> The MTSS Problem Solving Team will make adjustments to intervention plans when students are not achieving expected growth, and will develop additional strategies and connections with community resources as needed. One additional consideration for the problem solving team this year will be the consideration of the student's learning model choice on their progress toward meeting grade level benchmarks.

Component 3: Activities to Ensure Mastery

<u>Plan:</u> All learning programs will be monitored using student learning data.

<u>Do:</u> Regular meeting time to meet the needs of students not meeting grade level expectations will be calendared. Second Step Social Emotional Learning Curriculum will be taught school-wide. Tools for differentiation through online learning subscriptions will be utilized.

<u>Study:</u> A strong emphasis will be placed on improving remote learning, including meeting the needs of students for interventions in person and remotely.

<u>Adjust:</u> Adjustments to remote learning and intervention will be made as needed. The Modern Teacher learning platform will provide professional development to support continuous improvement of remote learning.

Component 4: Coordination and Integration

Updated 8-19-19 by Title I, Part A Office at OSPI

Math and Reading Data Comparison between Fall 2019 and Fall 2020

Some things to note when reviewing the data:

- The triangles show our currently reality in Fall 2020

- Last years' scores are shown on the left side of the slide

- Desirable to see a decrease in the need for Level 3 support

- Desirable to see an increase in need for Level 1 Support

- Increase or decrease in Level 2 support has to be taken in context of Level 1 & 3 changes

- K-1 use Early Reading & Math Tests & Grades 2-5 use Adaptive Reading & Math Tests

- In some cases, the comparisons are not identical because of grade level changes resulting in different tests being used.

- There are some differences in student enrollment between school years.

- Overall data shows good growth for students in Grades 2 through 5 and concerning learning loss for our 1st grade students, particularly in reading, who were kindergarten students last school year.

RTI Triangle
Desired Percentages

Level 3
High Risk
5%

Level 2 of Support
Some Risk 15%

Level 1 of
Support
Low Risk
80%
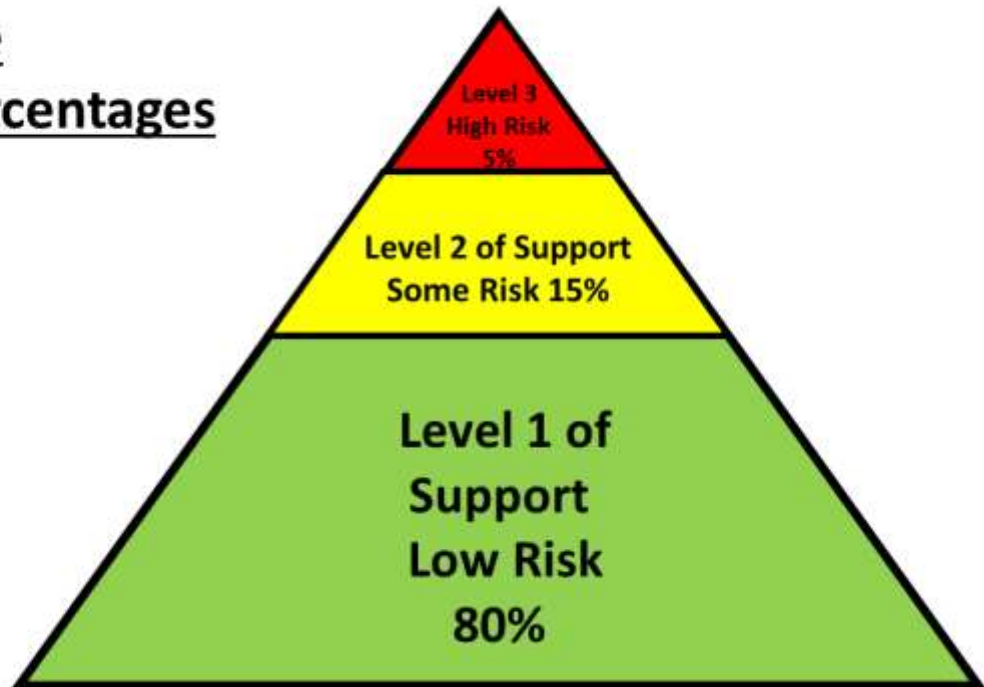
K-1 Reading Fall 2020
Early Reading Test

This includes students new to Kindergarten this year and last years' Kindergarten students.

Compared to Fall 2019 (1st & 2nd grade Currently)
32% in level 3 (2 % increase)
10% in level 2 (similar)
58% in level 1 (3% decrease)

Goals for June 2021

17% in Level 3
10% in Level 2
73% in Level 1

Level
3
High
Risk
34%

Level 2 Some Risk 11 %

Level 1
Low Risk
55%

Kindergarten Reading Fall 2020

Early Reading Test

Goals for June 2021

15% in Level 3
10% in Level 2
75% in Level 1

Level 3 High Risk 25%

Level 2 Some Risk 14 %

Level 1 Low Risk 61%

Grade 1 Reading, Fall 2020

Kindergarten in the fall 2019:
23% needing Level 3 support (almost twice as many now)
5% needing Level 2 support (similar)
72% needing Level 1 support (decrease of 21%)

From Fall 2019 to January 2020 this group had the highest level of growth in the school by far with 45% of students moving from Level 3 of support needed to Level 2 of support needed and 6% moving from Level 2 of support needed to Level 1 of support needed.

Goals June 2021

17% needing level 3 support

10% needing level 2 support

73 % needing level 1 support

Level 3 High Risk 42%

Level 2, Some Risk 7 %

Level 1 Low Risk 51%
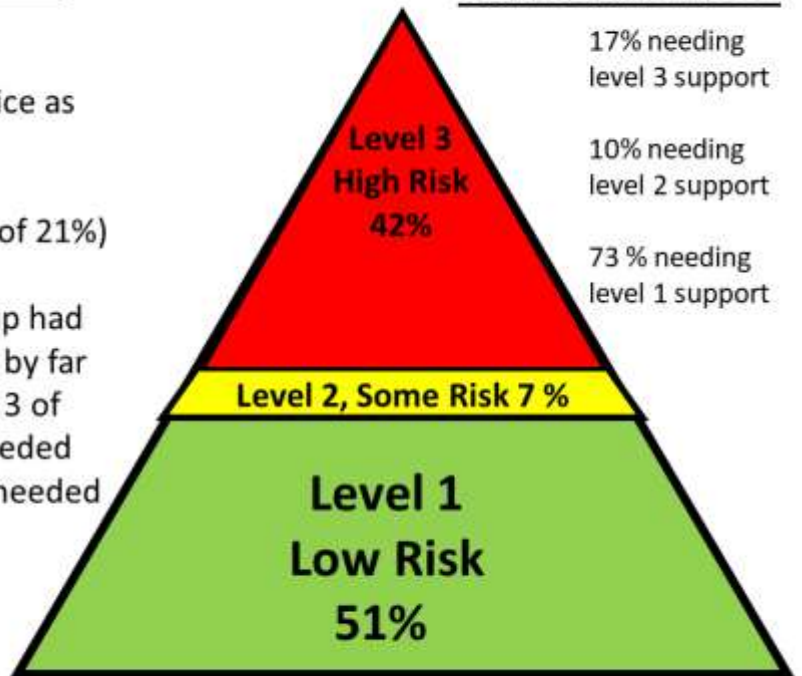
Grades 2-5 Reading, Fall 2020

Adaptive Reading Test

Compared to last Fall for Grades 2-5 levels of support:

28% level 3 of support (5% decrease)
6% level 2 of support (similar)
66% level 1 of support (8% increase)

Goal in June 2021 for Grades 2-5

12% level 3 of support
11% level 2 of support
77% level 1 of support

Level 3 High Risk 23%

Tier 2, Some Risk 5 %

Tier 1 Low Risk 72%

Grade 2, Fall 2020
Adaptive Reading

Compared to last Fall, 1st graders levels of support:

41% level 3 of support (14% decrease)
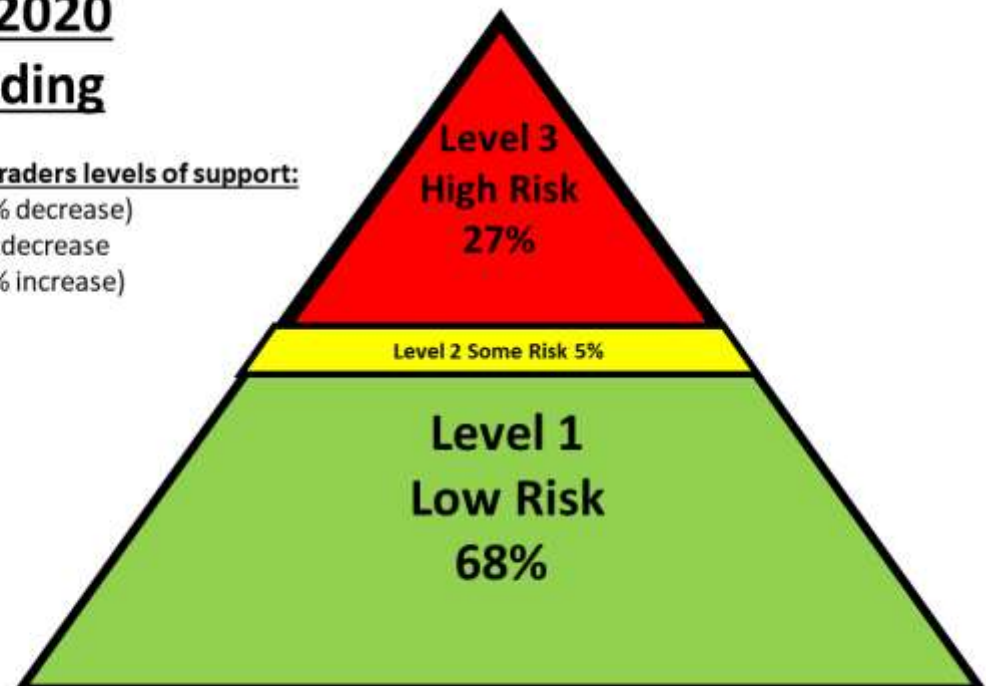14% level 2 of support (9% decrease
43% level 1 of support (25% increase)

Goal in June 2021

14% level 3 of support
14% level 2 of support
72% level 1 of support

Level 3 High Risk 27%

Level 2 Some Risk 5%

Level 1 Low Risk 68%

Grade 3, Fall 2020
Adaptive Reading

Compared to last Fall, 2nd graders levels of support:
42% level 3 of support (19% decrease)
11% level 2 of support (5% decrease)
47% level 1 of support (24% increase)

Goal in June 2021
12% level 3 of support
10% level 2 of support
78% level 1 of support

Level 3
High Risk
23%

Level 2 of Support Some Risk 6%

Level 1 of
Support
Low Risk
71%

Grade 4, Fall 2020
Adaptive Reading

Compared to last Fall, 3rd graders levels of support:
26% level 3 of support (5% decrease)
9% level 2 of support (7% decrease)
66% level 1 of support (11% increase)

Goal in June 2020
10% level 3 of support
10% level 2 of support
80% (or more) level 1 of support

Level 3
High Risk
21%

Level 2 of Support Some Risk 2%

Level 1 of
Support
Low Risk
77%

Grade 5, Fall 2020
Adaptive Reading

Compared to last Fall, 4th graders levels of support:
29% level 3 of support (10% decrease)
4% level 2 of support (4% increase)
67% level 1 of support (6% increase)

Goal in June 2020
10% level 3 of support
10% level 2 of support
80% (or more) level 1 of support

Level 3
High Risk
19%

Level 2 of Support Some Risk 8%

Level 1 of
Support
Low Risk
73%

K-1 Math Fall 2020
Early Math Test

This includes students new to Kindergarten this year and last years' Kindergarten students.

Compared to Fall 2019 (1st & 2nd grade Currently)
34% in level 3 (9% decrease)
11% in level 2 (4% decrease)
55% in level 1 (13% increase)

Goals for June 2021

17% in Level 3
10% in Level 2
73% in Level 1

Level
3
High
Risk
25%

Level 2 Some Risk 7%

Level 1
Low Risk
68%

Kindergarten Math Fall 2020

Early Math Test

Goals for June 2021

10% in Level 3
10% in Level 2
80% (or more) in Level 1

Level 3
High Risk
20%

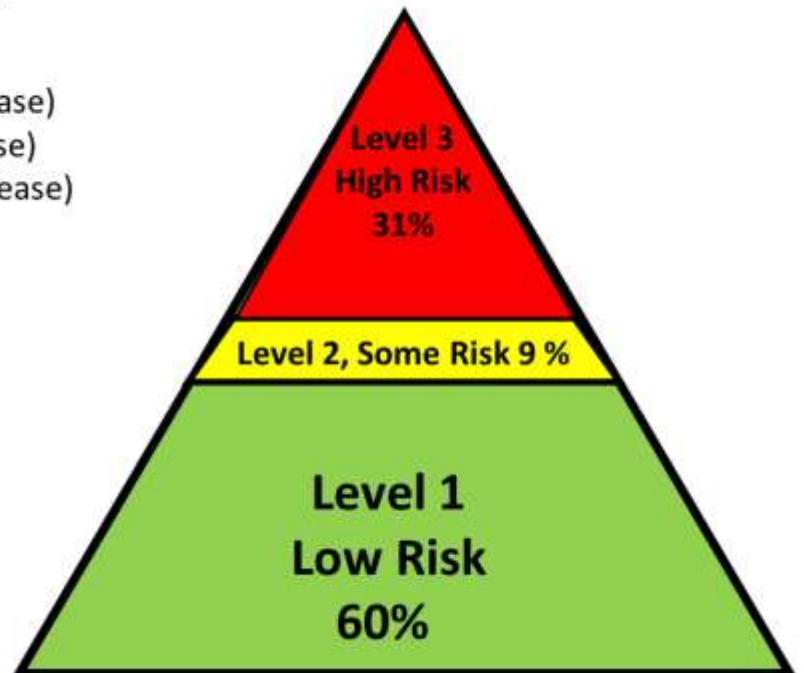Level 2 Some Risk 4%

Level 1
Low Risk
76%

Grade 1 Math, Fall 2020

Kindergarten in the fall 2019:
18% needing Level 3 support (13% increase)
10% needing Level 2 support (1% increase)
72 % needing Level 1 support (12% decrease)

Goals June 2021

16% needing level 3 support

10% needing level 2 support

74% needing level 1 support

Level 3
High Risk
31%

Level 2, Some Risk 9 %

Level 1
Low Risk
60%

Grades 2-5 Math, Fall 2020

Adaptive Math Test

Compared to last Fall for Grades 2-5 levels of support:
20% level 3 of support (1% decrease)
13% level 2 of support (8% increase)
67% level 1 of support (6% increase)

Goal in June 2021 for Grades 2-5
10 % level 3 of support
10 % level 2 of support
80% (or more) level 1 of support

Level 3 High Risk 19%

Level 2, Some Risk 8 %

Level 1 of Support Low Risk 73%

Fall 2020, Grade 2, Adaptive Math

Compared to last Fall, Grade 1, levels of support:
19% level 3 of support (6% increase)
11% level 2 of support (6% decrease)
70% level 1 of support (same)

Goal in June 2021
12% level 3 of support
8% level 2 of support
80% level 1 of support

Level 3 High Risk 25%

Level 2 of Support Some Risk 5%

Level 1 of Support Low Risk 70%

Fall 2020, Grade 3, Adaptive Math

Compared to last Fall, Grade 2, levels of support:
34% level 3 of support (14% decrease)
15% level 2 of support (11% decrease)
51% level 1 of support (24% increase)

Goal in June 2021
10% level 3 of support
10% level 2 of support
80% (or more) level 1 of support

Level
3
High Risk
20%

Level 2 of Support Some Risk 4%

Level 1 of
Support
Low Risk
76%

Fall 2020, Grade 4, Adaptive Math

Compared to last Fall, Grade 3, levels of support:
13% level 3 of support (1% decrease)
10% level 2 of support (7% decrease)
77% level 1 of support (8% increase)

Goal in June 2021
5% level 3 of support
5% level 2 of support
90% level 1 of support

Level 3
High Risk
12%

Level 2 of Support Some Risk
3%

Level 1 of
Support
Low Risk
85%

Fall 2020, Grade 5, Adaptive Math

Compared to last Fall, Grade 4, levels of support:
18% level 3 of support (4% decrease)
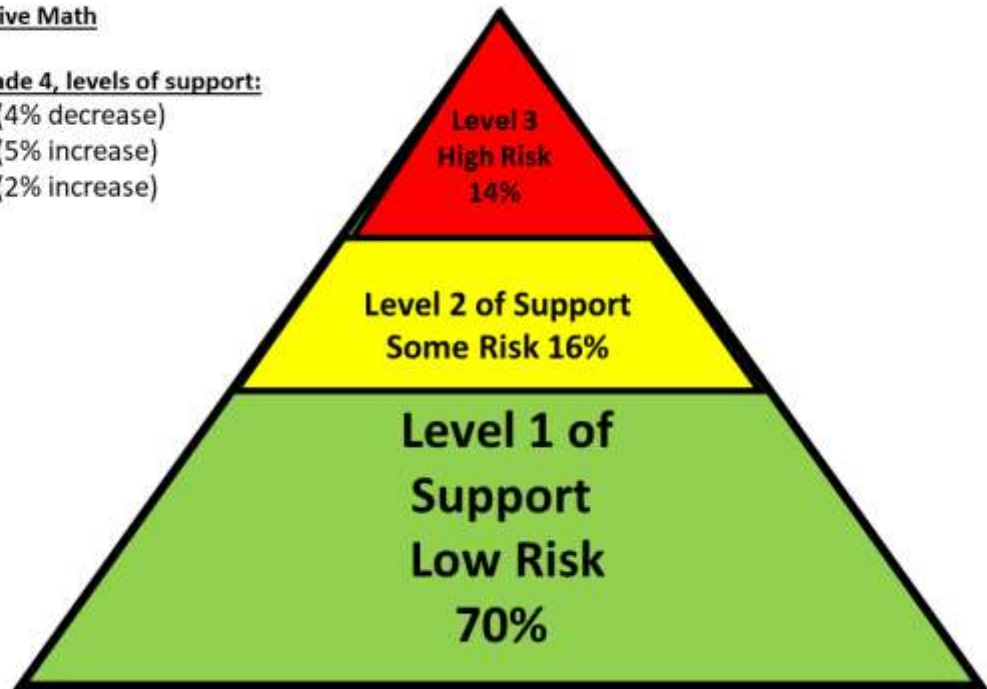11% level 2 of support (5% increase)
72% level 1 of support (2% increase)

Goal in June 2021
10% level 3 of support
10% level 2 of support
80% level 1 of support

Level 3
High Risk
14%

Level 2 of Support
Some Risk 16%

Level 1 of
Support
Low Risk
70%

Social Academic Emotional Behavioral Rating Scale (SAEBRS) Administered Fall 2019 Significant Findings

- In grades 2-5 both the teacher and student performing rating scales related to social, academic, and emotional risk factors.

- Consistently teachers underestimated the emotional risk factors identified by students.

- Twice as many students identified themselves with emotional risk factors compared to their teachers.

- This fits with the Healthy Youth Survey data of students grades 6 and up who have identified with high levels of anxiety.

Salish Coast Teacher SAEBRS by Grade Level

Grade	Fall Score	Winter Score	Median Student — Spring Score	Fall Percentile Rank — District Score	National Score
KG	46		82 % no risk 18% at risk		
ONE	45		73% no risk 27% at risk		
TWO	45		66% no risk 34% at risk		
THREE	41		63% no risk 37% at risk		
FOUR	47		83% no risk 17% at risk		
FIVE	46		74% no risk 26% at risk		
Average	44.92		OPEPO: 89% no risk 11% at risk		-
Median	45.50	-	-	-	-
Standard Deviation	2.11	-	-	-	-
Min	41.00	-	-	-	-
Max	47.00	-	-	-	-

■ high risk   ■ no risk

Student SAEBRS by Grade Level, Grades 2-5

→ Tier 1: Serves 100% of students with the goal of having 80% or more exceed the Low Risk Benchmark. Set Color Coding to Benchmark so the graphical display (left) indicates the proportion of students in each category.

→ Tier 2: Serves about 30% of students with evidence based intervention supplemental to Tier 1 core instruction. Use the table (below) to identify students below the 50th percentile locally.

Grade	Fall Score	Winter Score	Median Student — Spring Score	Fall Percentile Rank — District Score	National Score
TWO	30		61% no risk 39% at risk		
THREE	43		74% no risk 26% at risk		
FOUR	43		80% no risk 20% at risk		
FIVE	43		86% no risk 14% at risk		
Average	41.75		OPEPO: 91% no risk 9% at risk		-
Median	43.00	-	-	-	-
Standard Deviation	2.50	-	-	-	-
Min	38.00	-	-	-	-
Max	43.00	-	-	-	-

■ high risk   ■ no risk

Strengths and Difficulties Questionnaire

Collected September 2020

Salish Coast Elementary collected information from the Strengths and Difficulties Questionnaire from 262 out of 377 total students.

The questionnaire identified needed areas of support for students and families.

Area Of Need	Number of students identified of needing substantial support
Emotional Symptoms Score	24 students
Conduct Problem Score	24 students
Hyperactivity Score	28 students
Peer Problem Score	37 students
Total Difficulties Composite Score	20 students

With this information, support staff and teachers followed up with families to provide extra support.

Once teachers have had time to learn more about their students, the SAEBRS screening tool will be administered again.

Teachers in grades K-5 complete this twice a year, once in the Fall after getting to know students and a second time in the Spring to measure growth in these areas.

Students in grades 2-5 also do a self-rating scale one in the Fall and again in the spring. The self-rating scale is not considered valid for use with kindergarten and first grade students.

This information is used to help us identify students who need extra levels of support.

Additionally, it gives us as a school information on how to plan for level 1, level 2, and level 3 of support for our students.

WSIF Summary

Salish Coast Elementary

2017-2019
Overall Framework Score by Student Group
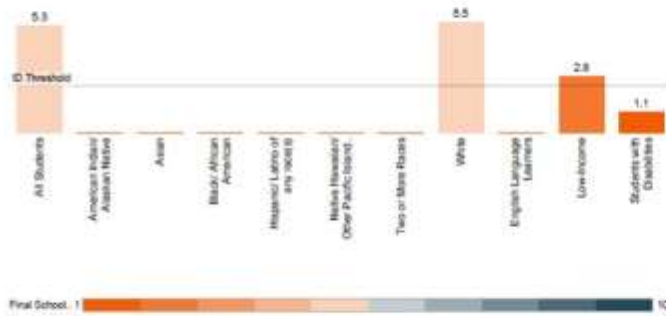
This data indicates that our school improvement plan needs to address the needs of students with disabilities and the needs of low income students. This is one of our main goals with our implementation of our Multi-tiered systems of supports.

WSIF Scores by Student Group

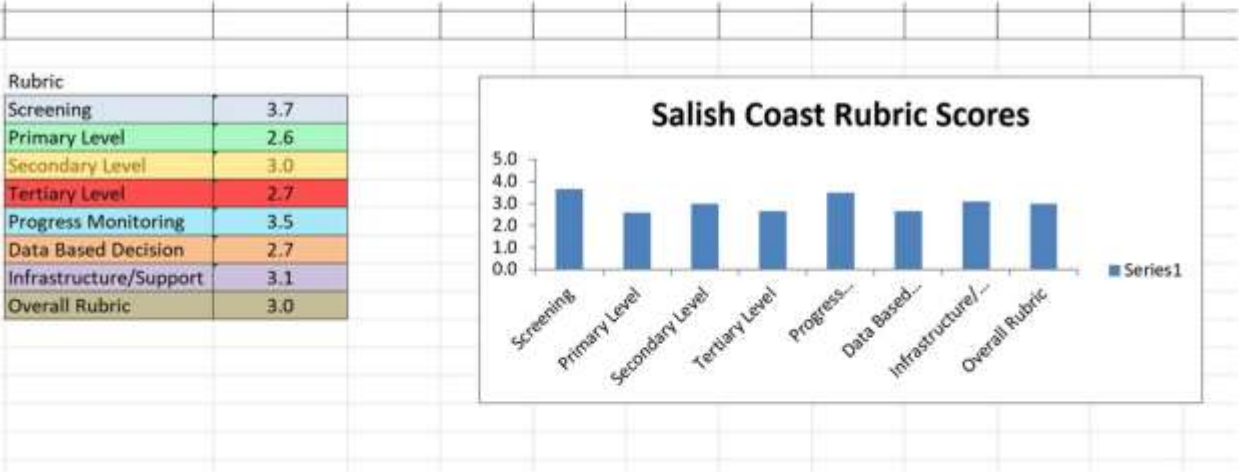**Salish Coast Elementary**

2017-2019
Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	61.3%				28.1%	21.2%	45.0%		20.9%	85.5%	64.1%
Math Proficiency Rate	60.3%				30.4%	21.0%	49.4%		15.3%	55.2%	64.2%
ELA Median SGP	46						44.5		31.5		46
Math Median SGP	46						41		39.5		49
Graduation Rate											
EL Progress Rate*	64.9%										
Regular Attendance Rate	77.8%		61.5%		71.2%	65.8%	75.0%		72.2%	73.2%	79.2%
Ninth Grade On Track Rate											
Dual Credit Rate											

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

Deciles
0 — 10

This graph shows our biggest gap is between all students and students with disabilities. The second largest gap is for students who are low-income. The third largest gap is for our students who are English Language Learners.

MTSS Fidelity Rubric, June 2020

Rubric	
Screening	3.7
Primary Level	2.6
Secondary Level	3.0
Tertiary Level	2.7
Progress Monitoring	3.5
Data Based Decision	2.7
Infrastructure/Support	3.1
Overall Rubric	3.0

Salish Coast Rubric Scores

Details of scores of MTSS Fidelity Rubric

Item	Component	Items
1	Screening Tools	4
2	Universal Screening	4
3	Data Points Verify Risk	3
4	PL Research-Based	2
5	PL Articulation	2
6	PL Differentiated Inst.	2
7	PL Satandards-Based	3
8	PL Exceeding Benchmar	4
9	SL EBI	3
10	SL Complements Core	3
11	SL Inst. Characteristics	3
12	SL Addition to Primary	3
13	II Int Adapted	2
14	II Instr. Characteristics	3
15	II Relationship to Primal	3
16	PM Tools	4
17	PM Process	3

18	Decision Making Proces	2
19	Data System	3
20	Responsiveness	3
21	Prevention Focus	3
22	Leadership Personnel	4
23	School-Based PD	2
24	Schedules	4
25	Resources	4
26	Cultural Linguistic Resp.	3
27	Communicate Parents	3
28	Communicate All Staff	3
29	RTI Teams	3
30	Fidelity	2
31	Evaluation	3
		3.0

Salish Coast Program Disproportionality Analysis Report for Specialized Programs 2019-20

Process

1. When does the enrollment review occur?

A review of enrollment data will be conducted in order to identify discrepancies in race, gender, English language proficiency, socioeconomic or disability status. This review will optimally occur in the fall of each school year, or as accurate data becomes available through OSPI. There is a lag between data collection and data availability for use in planning. The review of the 2018-2019 data occurred in February 2020. The only programs that pertain to Salish Coast are qualification for special education services and Highly Capable Services. This will be analyzed to ensure that there is no discrepancy, and if so, determine if these discrepancies are a result of discriminatory practices.

2. Who is involved in the reviews?

The building leadership team, consisting of grade level stakeholders, a parent representative, and school administration were involved in analysis of the data. In attendance for the Feb. 24, 2020 meeting, were LaTrecia Arthur, Sally Shaw-Dankert, Glenna Nelson, Tina Giulvezan, Laura Cook, Aaron Hall, Lisa Olsen, Wanda LeClerc, Tracy Gallegos, Melissa Love, Shelby MacMeekin, and Lisa Condran.

3. How are the reviews documented?

Once data is collected by the school administration, it is brought before the building leadership team, who work to determine if there are discrepancies. Notes from the meeting are shared with all staff, and data is used to generate a report for the Port Townsend School District Leadership.

4. What data is reviewed?

Data from CEDARS is reviewed in order to identify discrepancy. Data analyzed included percentage of students by race, EL status, Low Income status, disability status and gender.

Updated 8-19-19 by Title I, Part A Office at OSPI

5. How does the building determine whether disproportionalities exist?

The team looks at the percentage of students by race, EL status, Low Income status, disability status and gender and compares it to the percentage of students enrolled by program. In the 2019-2020 school year, Salish Coast had 485 total students. This table indicates the percentage of total population compared to the percentage of students in these programs. Any area that presents with a perceived discrepancy will be further analyzed to ensure that these discrepancies are not due to discriminatory practices.

Building summary:

1. Student Special Education Data reviewed.

STUDENTS WHO QUALIFY FOR SPECIAL EDUCATION

Total Student Population by Ethnicity and Program (2019)			Student Enrollment by Ethnicity and Program (20%/ 108 FTE for 2019)	
Amer. In/Alaskan Nat.	1.1%		Amer. In/Alaskan Nat.	1 of 108 (1%)
Asian	2.3%		Asian	3 of 108 (3%)
Black/African American	1.1%		Black/African American	2 of 108 (2%)
Hispanic/Latino	7.3%		Hispanic/Latino	8 of 108 (7%)
Pacific Islander	0%		Pacific Islander	1 of 108 (1%)
Two or more races	5.1%		Two or more races	3 of 108 (3%)
White	82.9%		White	86 of 108 (80%)
Female	49.7%		Female	39 of 108 (36%)
Male	50.3%		Male	69 of 108 (64%)
EL Status	4.5%		EL Status	4 of 108 (4%)
Low Income	58.5%		Low Income	88 of 108 (81%)
Homeless	1.8%		Homeless	4 of 108 (4%)
504	4.1%		504	******
Special Ed.	20.3%		Special Ed.	******

1. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify disproportionalities.

The Building Leadership Team met to consider this data. Each individual area was considered. Observations Included:

a) Students who qualify for free and reduced lunch are four times as likely as those that do not to qualify for special education.
b) Males are twice as likely as females to qualify for special education services.
c) Students who are homeless are slightly more likely to qualify for special education. This correlation could be a result of the small sample size, and not indicative of a causal relationship. (The team felt that this was the case).

2. A list of identified disproportionalities.

- **Males** are more likely to be found eligible for special education services.
- Students who **qualify for free and reduced lunch** are more likely to be found eligible for services.

Updated 8-19-19 by Title I, Part A Office at OSPI

Identified Disproportionalities

1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of disproportionalities (i.e., root cause analysis).

The team discussed the identified disproportionalities. The team identified two disproportionalities. They also considered homelessness as an area of concern, but due to the fact that there are only eight students in this category, there was not determined to be sufficient data to make an accurate determination. The team will continue to monitor this possible disproportionality to ensure equity.

2. The building's plan to address each disproportionality to ensure it is not the result of discrimination

The school considered all data, policy and practice. Decisions made included:

The problem solving team, which tracks initial intervention and makes recommendations for the consideration for special education referrals, will explore and analyze the students that are in the process of Level 3 of Support academic and behavior intervention. Gender and income status will be analyzed in order to ensure that referral is not bias based on these factors

Interventions being provided will be analyzed to ensure that they are not inherently discriminatory. When looking at student data, names may be omitted so that the team focuses on the data, rather than the characteristics of the child.

Action Plan:

1. Salish Coast will increase awareness of the discrepancy identified in the area of males who qualify for special education who qualify for free and reduced lunch.
   ✓ Intervention for all students will be data based.
   ✓ Strategies that might target learning differences between genders will be implemented.
   ✓ Grade level teachers, who sit on the problem solving team, will be provided with a summary of these findings.
   ✓ Administrative staff will review this data in an effort to increase awareness and equity.

2. Student Highly Capable Data reviewed.

STUDENTS WHO QUALIFY FOR HIGHLY CAPABLE SERVICES

Total Student Population by Ethnicity and Program (2019)			Student Enrollment by Ethnicity and Program (24 FTE for 2019)	
Amer. In/Alaskan Nat.	1.1%		Amer. In/Alaskan Nat.	0 of 24 (0%)
Asian	2.3%		Asian	0 of 24 (0%)
Black/African American	1.1%		Black/African American	0 of 24 (0%)
Hispanic/Latino	7.3%		Hispanic/Latino	0 of 24 (0%)
Pacific Islander	0%		Pacific Islander	0 of 24 (0%)
Two or more races	5.1%		Two or more races	0 of 24 (0%)
White	82.9%		White	24 of 24 (100%)
Female	49.7%		Female	10 of 24 (42%)
Male	50.3%		Male	14 of 24 (58%)
EL Status	4.5%		EL Status	0 of 24 (0%)
Low Income	58.5%		Low Income	3 of 24 (13%)
Homeless	1.8%		Homeless	0 of 24 (0%)
504	4.1%		504	0 of 24 (0%)
Special Ed.	20.3%		Special Ed.	0 of 24 (0%)

1. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify disproportionalities.

The Building Leadership Team met to consider this data. Each individual area was considered. Observations Included:

d) Students who qualify for Free and Reduced Lunch are less likely to be identified as highly capable. Is this due to identification bias? Use of the Cogat?
e) Males are slightly more likely to be identified as highly capable. Is this due to higher rates of teacher referral?
f) There is a lack of ethnic diversity among students identified as highly capable. Does this follow state trends?

2. A list of identified disproportionalities.

- **Males** are more likely to be identified as highly capable.
- Students who **qualify for free and reduced lunch** are less likely to be identified as highly capable.
- **White students** are more likely to be identified as highly capable.
- **Students with disabilities** are less likely to be identified as highly capable.

Identified Disproportionalities

1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of disproportionalities (i.e., root cause analysis).

The team discussed the identified disproportionalities. The team identified four disproportionalities. The use of the discrepancy model to qualify for special education leads to less students qualifying as twice exceptional. The team looked at policy and procedure for identification and did not deem the slightly higher numbers of males to females to be discriminatory. There was discussion about the low number of students who qualify for free and reduced lunch, but there was not determined to be sufficient data to make an accurate determination about discrimination. The team will continue to monitor this to ensure equity.

Updated 8-19-19 by Title I, Part A Office at OSPI

2. The building's plan to address each disproportionality to ensure it is not the result of discrimination

The school considered all data, policy and practice. Decisions made included:

Staff will be made aware of the characteristics to look for when identifying gifted and talented students. More attention will be paid to ensure that no student is overlooked based on income status or lack of exposure to enriching life experiences.

Action Plan:

2. Salish Coast will increase awareness of the discrepancy identified in the area of gifted students who do not qualify for free and reduced lunch.
    ✓ Intervention for all students will be data based and evidence informed
    ✓ Administrative staff will review this data in an effort to increase awareness and equity
    ✓ Multiple measures for identification will be utilized, without sole reliance on a culturally biased assessment

Title I, Part A School-wide School Improvement Plan	
Building Data	
Building: Salish Coast Elementary	**F/R Percentage:** 55%
Principal: Lisa Condran, Principal	**Grade Span:** PK-5
District: Port Townsend School District	**Building Enrollment:** 385 (K-5)
Plan Date: Oct. 15, 2020	**Board Approval Date:** Oct. 15, 2020

School Leadership Team Members Parent-Community Partners		
Name	**Role**	**Email**
Lisa Condran	Principal	lcondran@ptschools.org
Tracy Gallegos	Dean of Students/MTSS Coach	tgallegos@ptschools.org
Nora Sabia	Kindergarten	nsabia@ptschools.org
Dorothy Stengel	First Grade/Second Grade	dstengel@ptschools.org
Paige Eldridge	Third Grade	peldridge@ptschools.org
Cheryl Garnett-Harris	Third Grade	cgarnett@ptschools.org
Merri Emerson	Fourth/Fifth Grade	memerson@ptschools.org
Wanda Leclerc	OPEPO Grades 1-5	wleclerc@ptschools.org
Sheri Shaw	Specialists	sshaw@ptschools.org
Laura Cook	Special Education	lcook@ptschools.org

Updated 8-19-19 by Title I, Part A Office at OSPI

School Leadership Team Members		
Parent-Community Partners		
Ellen Thomas	Interventionists	ethomas@ptschools.org
Tara Clanton	Classified	tclanton@ptschools.org
Rachel Carben	Parent	rachel.cardone@gmail.com

School District Vision Statement
We create and enable the culture, competence, and conditions to ensure each student is prepared for meaningful work and engaged citizenship in our diverse and rapidly changing world.

Every Student Succeeds Act (ESSA) Supports: Washington State Framework Identification

Partners in Consolidated Plan
Title I, Part A, School-wide Plan/Do/Study/Adjust Template
School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)

Title I, Part A : School-wide Program Model
Four Required Components:
☒ 1. Comprehensive Needs Assessment

☒ 2. School-wide Reform Strategies

☒ 3. Activities for Mastery

☒ 4. Coordination and Integration

Salish Coast combined Title I, Part A School-wide Program Model
This consolidated plan is:

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

This documents acts as both School Improvement Plan (SIP) as well as your Title 1 school-wide plan.

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
	☒ Proof of a school-level needs assessment
	☒ Identification of resource inequities, which may

☒ The ways in which the model is based on a self-review of the school's program	include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
☒ The characteristics of successful schools	
☒ 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	

☒ **Foundational:**

Salish Coast Elementary, Blue Heron Middle, Port Townsend High School are all listed as needing foundational supports as defined by the Washington School Improvement Framework.

COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan Strategic Plan Areas 1.2 1.5 1.7	The Building Leadership Team will guide and review the school improvement planning with input from staff and families. The main areas of focus will be Multi-Tiered Systems of Support (MTSS) second year of Implementation with a particular focus, on literacy, mathematics, social/emotional learning, and family engagement with consideration of the impact of COVID on student learning and family needs. Data to be analyzed by the team includes past Smarter Balanced Assessment Consortium (SBAC) results and past Center for Educational Effectiveness (CEE) data. These data sources were not collected due to the school closure in March 2020. Data from the 2019-2020 school year to be analyzed will focus on behavioral data collected in School-wide Information System (SWIS) program, curriculum-based assessment data in literacy and math (FastBridge), attendance data, and parent perception survey data that was collected in regards to instruction during the COVID school closure from March 2020-June 2020. FastBridge data in reading and math, as well as social/emotional screening data is being collected during the month of September 2020. The September 2020 data will be compared with the September 2019 data. First grade students' in September 2020 will be compared to kindergarten student data in September 2019; second grade students' in September 2020 will be compared to first grade student data in September 2019; third grade students' in September 2020 will be compared to second grade student data in September 2019; fourth grade students' in September 2020 will be compared to third grade student data in September 2019; and fifth grade students' in September 2020 will be compared to fourth grade student data in September 2019; These data sources will help form the basis of our school improvement and Title I plan.
Do Strategic Plan Areas 1.2	Universal screening data was collected in the areas of literacy and math during September 2019, January 2020, and again during the month of September 2020. This data was shared with all Salish Coast teachers and input was collected about trends, observations, and perceived areas of need. On October 5th, 2020, a building leadership team that was comprised of staff representing grade levels and specialties, as well as parent representation, considered this input and used this data to create meaningful goals for the school improvement plan. The building leadership team also considered data on social emotional learning that was collected via the SWIS behavior data management

1.5 1.7 4.3 4.5	system. Attendance and parent survey information was considered, and the teams worked collaboratively to generate school goals. The Building Leadership Team will serve as a MTSS Leadership team, focusing on providing leadership for the three year MTSS implementation plan. There will be three leadership teams formed for each of the focus areas: The PBIS and Social/Emotional Learning Team, that will emphasize PBIS implementation as well as levels of behavior support; a team focused on Pandemic Pedagogy and Procedures to meet the unique learning needs of this particular time in education; and a Family Engagement Team, who will consider activities to include families in school culture and focus on strategies to increase attendance at Salish Coast. These Leadership Teams will develop systems for addressing the needs of our struggling learners. These teams will review school-wide data; identify resources; encourage parent outreach; and recommend next steps to make for continuous improvement; and implement suggested changes through grade level teams. Grade level teams will meet throughout the year to review student data and progress toward meeting goals.
Study Strategic Plan Areas 1.1 1.2 1.5 1.6 1.7 2.1 2.3 2.4 3.2 4.3 4.5 5.4 6.5	The work of the following teams will support the implementation of Multi-Tiered Systems of Supports (MTSS) at Salish Coast Elementary: • Pandemic Pedagogy and Procedures Team • PBIS and Social/Emotional Learning Team • Attendance and Family Engagement Team These teams will report to the MTSS Leadership Team, which also serves as the overall building leadership group at Salish Coast Elementary. This structure will ensure that all of the leadership teams in the building are coordinating their efforts. The MTSS Leadership Team will focus on MTSS implementation and use data gathered with the FASTBridge universal screener. This team will work on strategies to ensure that interventions are data based, rigorous, and targeted to students that require it. Data will be used to determine the success of interventions. The MTSS Leadership Team will analyze the results to ensure that students are making progress toward grade level benchmarks. Systems will be developed to ensure comprehensive quality literacy, math, and social emotional learning in every classroom for every student. Additionally, the MTSS Leadership Team will build meetings structures to ensure each grade level has an opportunity to work with the intervention teams and building administrators to regularly review student progress and learning needs based on FastBridge screening and progress monitoring data. Our building level MTSS coach will regularly consult with staff to ensure implementation goals are being met and will provide staff will professional learning and coaching to support the MTSS implementation. Short term goals are: 1. Core instruction will meet the needs of 80% of students in mathematics and with a literacy adoption in place, the school will make progress toward having 80% of students at benchmark in literacy. 2. All students have access to quality interventions or enrichment opportunities, with meaningful data monitoring to ensure success. 3. MDS projects are an integral part of core literacy instruction. The universal screening data collected through FastBridge last school year showed a need for Core literacy curriculum adoption, based on the fact that many grade levels did not have 80% of students meeting grade level benchmarks. This school year, eachers will pilot one of two highly rated and evidence-based core literacy curricula: Amplify Literacy or Wit and Wisdom. A representative group of teachers have been and will continue to be part of a district level curriculum adoption committee and will help make the final recommendation to the school board for K-5 literacy curriculum

	adoption.
	The Social/Emotional Learning leadership team will focus on PBIS as part of MTSS implementation. A school-wide time for social emotional learning has been identified as the first instruction provided to students each day. The PBIS/SEL Leadership team has established a behavior matrix (including revisions for COVID), developed a plan for teaching and re-teaching expected behaviors, and is starting the second year of a Level 1 of Support social/emotional curriculum (Second Step) that will be universally provided in all classrooms. Included in the Second Step Curriculum is an additional set of lessons to address social emotional needs during the time of COVD. Additionally, students across the school will be taught Kelso's Choices, which is a problem solving and conflict resolution model for students. This team will analyze behavioral data using the SWIS software system; Strengths and Difficulties Questionnaire (administered in September 2020); and FASTBridge SAEBRS Behavioral Inventory (administered two times during the school year) to ensure that all students who require intervention are receiving it. The behavior support team is working on a structure of leveled behavior interventions support. This system is reinforced by the behavior interventionist, counselor, dean of students, and principal. A positive reinforcement system is in place, and SWIS data will be used to determine effectiveness and progress toward school-wide goals.

The Family Engagement/Attendance team will focus on parent engagement survey data, look at attendance patterns, and strategize ways to improve attendance and enhance parent involvement. This team will use the research and resources from Attendance Works, which is recommended by the Office of the Superintendent of Public Instruction. Collaboration with the YMCA to provide childcare on site will improve attendance and provide additional learning support for students on remote learning days.

An additional source of information for planning for parent engagement will be the surveys completed by the school district on parent experiences with distance learning last spring. Information from these surveys will be used to improve student and family experiences of distance learning and will also be utilized by the Pandemic Pedagogy and Procedures Team.

A common thread in all of these leadership activities in enhancement of our commitment to place-based learning. The district's MDS Initiative will be a continued curricular focus for our students and staff. Key strategies include:
• Promoting MDS Projects related to academic standards and connected to our community
• Continue development of garden curriculum into core in support of place based learning
• Personalize student and staff learning for deep learning and engagement
• Advance the use of authentic assessment for student learning and accomplishment
• Increase student preparation for both career and college. |
| Adjust

Strategic Plan Areas
1.2
1.5
1.7
2.1
2.3 | The MTSS Leadership Team will meet seventeen times during the school year to guide the work of the three year MTSS Implementation Plan. The other leadership teams will meet seven times per year to look at progress and to collaboratively determine if there are needed adjustments in order to meet our school improvement goals. Grade level teams will also engage in regular review of student learning data and provide information to leadership teams to facilitate informed decision making.

FASTBridge literacy and mathematics screening data will be gathered three times per year, and grade level teams will individually consider the needs of all students. Fall assessment results for students were reviewed by the entire school staff on September 30th, 2020. For students at risk of |

2.4 4.3 4.5 5.4	not meeting grade level standards, interventions are being implemented to accelerate their progress. These interventions will be progress monitored weekly or biweekly. The MTSS Leadership team will monitor growth throughout the year. Grade level teams will meet to analyze this data after each universal screening, as well as periodically to discuss progress monitoring results for students receiving instructional interventions. Based on the results of our progress monitoring, modifications will be made to instructional approaches for targeted students. The social emotional learning and attendance team will analyze SWIS behavioral data to gauge the effectiveness of our positive behavioral support program. Staff will be allowed to provide input, and SABERS will be used to direct intervention efforts. Implementation fidelity inventories that were conducted will be used to determine the next steps in our implementation and to review the effectiveness of Level 1 of support and Level 2 of support implementation. The Family Engagement Leadership Team will regularly look at ways to more seamlessly communicate with families, consider data about parent engagement, and consider strategies to enhance attendance. Ultimately, the goal of this team is to increase meaningful parent involvement in school. A new conference format will be piloted, and this team will gather input from parents about interests and needs as it pertains to school. The School's Compact is shared at conference times and includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). This is a vital component of school-family engagement. The compact will be revised during the 2020-2021 School Year to reflect the differences in learning models during the pandemic. Consideration of the impact of hybrid and distance learning models on family engagement will necessitate the implementation of innovative strategies. This will be area in which there will be crossover between two of the leadership teams: the Pandemic Pedagogy and Procedures and the Family Engagement Teams.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan Strategic Plan Areas 1.5 1.7 3.2 5.4	"Multi-Tiered Systems of Supports (MTSS) is a service delivery framework focused on prevention and problem solving for all students. An integrated MTSS connects all academic and non-academic interventions"-OSPI Salish Coast has developed a three-year plan for implementation of MTSS. Leadership and school Improvement efforts will support this school wide reform. Year 2 of Salish Coast Elementary MTSS Implementation Plan focuses on installation of MTSS and has these areas of focus identified by our contracted MTSS Coach, who helped us make our three-year plan in June 2019. • New Core Reading Programs Piloted with Professional Development provided for all staff • Ongoing Fast Bridge Training • Onboarding New Hires into MTSS • Progress monitoring focus while keeping screening process strong • Use Fidelity Inventory from year 1 for year 2 planning • Continue development and implementation of tiered interventions • Identify additional data sources Leadership teams will plan instruction designed to address learning needs in literacy, mathematics,

	and social/emotional learning improvement. School-wide intervention systems for literacy, mathematics, and social/emotional learning will address meeting the needs of students who struggle in these areas. Student data and progress will be evaluated at minimum three times a year through both qualitative and quantitative data as appropriate to adjust interventions and evaluate core curriculum needs. Universal screening is a foundational component of a MTSS system. Below are student growth goals that were set to show successful year one MTSS implementation using FastBridge universal screening data in literacy from September 2019 to June 2020 overall in grades K-5. These same goals will be set with our Fall 2020 data and will include both our hybrid and 100% remote learners. • 50% of students needing Level 3 of support in September 2020 will move to needing a Level 2 of Support by June 2021. • 50% of students needing Level 2 of support in September 2020 will move to needing a Level 1 of Support by June 2021. • Students currently needing a level 1 of support will show one year or more of growth and continue to need Level 1 of Support. Unfortunately, during the 2019-2020 school year, we were unable to have a third data point to determine if we met this goal. Our preliminary data showed that we were making this growth in the area of mathematics but still needed to do more to meet the growth goals in the area of literacy. The goal of adopting a K-5 Literacy Curriculum would be to gain the strength in our literacy instruction over time to meet the literacy learning needs of 80% of students with this strong level 1 of support intervention. Teachers in Kindergarten, Third Grade, and Fifth Grade will be piloting the highly rated Amplify Literacy Curriculum. Teachers in First Grade, Second Grade, and Fourth Grade will be piloting the highly rated Wit and Wisdom Curriculum, which includes a supplemental phonics program, Fundations. Additional indicators of the success of the Salish Coast Elementary Implementation will include: • Fifth Grade students performing at or above grade level standard, from 51.6% at level 3 or level 4 to 60% at level 3 or level 4, as measured by the SBAC assessment (based on Spring 2018 data). (Cohort group) • Salish Coast students will decrease referrals for negative behavior on the playground, from 30.3% of total referrals, to 20% of total referrals, as measured by SWIS data Salish Coast will focus on increasing family engagement during the 2020-2021 School year. This emphasis seems more appropriate than a focus on attendance given the challenges of the various learning models this school year. Additional strategies for family engagement will be launched. One focus will be on engaging and fun activities to build a sense of community in grade level cohorts. After launching these activities a review of the effectiveness of the effort will inform future efforts.
Do Strategic Plan Areas	A new position of a MTSS Coach has been developed at the school to aid in the implementation and fidelity of MTSS as a strategy toward effective and comprehensive school-wide reform. Salish Coast teachers are organized into grade-level, grade-level cluster, or subject-area Instructional

1.5 1.7	Teams. The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development and assesses the extent to which the professional development has improved instructional practice over time. In addition to universal screenings three times per year, grade level teams will meet to discuss mathematics progress, literacy progress, social emotional learning, and consider student attendance, as well as family and community involvement. In addition to these critical areas, a special consideration will be given to how to address the unique learning needs of families and students during the pandemic. Professional development will focus on high yield interventions and closing the academic gap. This emphasis ensures that all students are given a high level of challenge and will progress at a higher rate, with an emphasis on literacy and social emotional learning. This is best measured through examining foundational reading skills improvement. A team of staff members participated in the University of Kansas SWIFT center Equity Based MTSS professional learning summit. Tools gained from this work that will be utilized include MTSS Resource Mapping and development of Leveled Instruction Matrices in the areas of literacy, math and social emotional learning; Other professional development related to social/behavior skills will support the implementation of the second step curriculum that will allow teachers to provide direct instruction on critical academic behavior skills. Strategies for math, literacy, and behavior intervention will be aligned with OSPI's "Menu of Best Practices" in ELA, Math, and Behavior
Study	Instructional Teams will review the results of FASTBridge universal screening data to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives. Interventions are scheduled on a daily basis as much as possible and groups are kept flexible and interventions students receive change as a result of assessment results.
Adjust 4.3	The foundation of a strong intervention system is a system of layered support. Salish Coast utilizes a Problem Solving Team for students that are not progressing at expected rates. FASTBridge has tools for progress monitoring, and teams will look at the progress of students who are in need of intervention. Interventions will be designed at these intensive problem solving meetings that will be tracked for a period of time to monitor the effectiveness. The team will reconvene to review student progress or lack of progress to make decisions about the next steps to ensure student growth. Additionally, Salish Coast has a strong partnership with Jumping Mouse Children's Center, Discovery Behavioral WISE Program, and Kitsap Mental Health In-school Support Services to provide additional support to students who need additional support beyond the immediate school community.
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	The school provides opportunities for members of the school community to meet for purposes related to students' learning. The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. Units of instruction include standards-based objectives and criteria for mastery.

Do **Strategic Plan Areas** 1.2 1.5 2.3 2.4	Salish Coast teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development and assesses the extent to which the professional development has improved instructional practice over time. Coverage will be provided for classroom teachers organized into grade level teams, at least three times per year. Collaboration will occur between the general education teachers, interventionists, administrators, English Learning Specialist, and special education teachers in an effort to design effective and rigorous interventions for students not meeting grade level expectations. Students directly benefit by the work of these teams, as high quality and rigorously monitored intervention is developed collaboratively to support student learning needs throughout the day. Team meetings also give a platform for teachers to collaboratively make adjustments to their learning plans and curriculum. Decisions are made through collaboration in these teams as well as with instructional intervention staff in the school. Staff will be teaching the Second Step Curriculum school-wide to support social and emotional learning improvement, which will improve student readiness to learn. Data about student behavior will be gathered and analyzed by the PBIS leadership team. Specific strategies/tools related to differentiation include: online subscriptions to support differentiation of curriculum such as SeeSaw, Freckle Math, Generation Genius Science, Writable, Reading A to Z, and NewsELA, and FASTBridge.
Study **Strategic Plan Areas** 1.2 1.5 1.7 2.1 2.3 2.4 4.3 4.5 5.4	Salish Coast has strong systems in place for during the day support for students, including intervention services in literacy, math, and social/emotional support. A next step during this school year is to implement a robust intervention program that addresses the unique needs of the 2020-2021 instructional models. Intervention for the 2020-2021 school year will also be a hybrid model, with some face to face and distance teaching. Based on the screening results some students that are attending in person will be placed in small groups for intervention, during their intervention block. Intervention staff will be able to pull one group into the intervention classroom and the other intervention support will push in and hold groups in classrooms. The school will work towards having distance learning students join these small groups via zoom (during their intervention block). In order to accomplish this goal, distance learning teachers will manage the zoom group while the intervention teacher teaches the small group. The benefit to this approach is that the school will be able to serve larger groups of students in intervention groups. Decisions on which students to serve will be based on the results of the data collected during the FastBridge universal screening in reading and mathematics. Zoom will be utilized for intervention groups as needed to alleviate the need for cohorting students and will allow the school to provide support to a larger number of students. A number of Salish Coast students, particularly those entering kindergarten, struggle with social and emotional delays. The goal is for the school leadership team to ensure that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). This is being developed through coordination between the administration, the school counselor, dean of students, and behavior interventionist to have a leveled behavior support system that is reviewed regularly based on student progress and need. Staff will participate in data

debriefing protocols to review student progress in literacy and adjust curriculum pacing and instructional strategies as needed. Part of this data study will be aimed at reducing achievement gaps, particularly in regards to low income students.

An additional area of focus specific to the 2020-2021 School Year, is around the challenges of improving remote and hybrid learning models. The chart below highlights the differences between the 1.0 vs. 2.0 versions of remote learning, as well as the Blended Learning Model.

Remote Learning Comparison Chart-Salish Coast Elementary

	Remote Learning 1.0	**Remote Learning 2.0**	**Blended Learning Model (20-21)** **In person instruction 2x a week** **Select students 3x per week**
Classes	• Instructional Opportunities for core classes only • Some grade levels had one playlist per grade level and others had different playlists depending on teacher • Enrichment Opportunities for Music, PE, Art	• Instructional Opportunities for core classes only • One playlist per grade level will be developed by each grade level team • Live instruction videos to be developed for Music, PE, Art	• All students will have Social Emotional Learning as their first class in the morning • Students will be placed in a grade level Cohort (15 students or less) • Cohort A: Monday, Thursday instruction on campus; • Cohort B: Tuesday, Friday instruction on campus • All students will remain with their cohort in their classroom with specialist teachers coming to their classroom
Schedule	• Zoom classes were arranged by classroom teachers. • Types of Zoom classes offered were teacher dependent.	• Students will be assigned to a cohort on a rotating schedule A/B and will follow the blended learning schedule to allow for a smooth transition between stages • Synchronous (Zoom) classes for cohorts will only be held twice a week and will be coordinated by	• Students will follow a rotating schedule A/B and will follow a blended learning model, including three days of learning at home. • Asynchronous learning schedules will be directed according to each

			grade level and with consideration for siblings to accommodate family schedules. • Asynchronous learning schedules will be directed according to each teacher's weekly Playlist and designated check-in/attendance will be required for the three days/week students are not attending synchronous Zoom classes • Weekly playlists should be posted by 8:00 am each Monday morning. • Teachers will be instructing from their classrooms on a daily basis if health department guidelines allow.	grade level's weekly Playlist and designated check-in/attendance will be required for the three days/week students are not in person • Weekly playlists should be posted by 8:00 am each Monday morning. • Teachers will have established office hours each Wednesday morning for class check-ins and extra help. Students targeted for extra assistance (Students with disabilities and other students identified as needing intervention) will attend school on Wednesday mornings, based on our early release schedule.Teachers will be instructing from their classrooms on a daily basis.
	Academic Calendar	• School year was adjusted and extended one week. There were still two grading periods and fall and targeted spring conferences.	• School district calendars will have flexibility built in to allow for adjustments as needed. • Fall conferences could be exchanged for beginning of the year conferences to support teacher/family connection and universal screening. • A committee will study the best options for spring conferences. • There will continue to be a	• School district calendars will have flexibility built in to allow for adjustments as needed. • Fall conferences could be exchanged for beginning of the year conferences to support teacher/family connection and universal screening.

			midyear and an end of year report card.	• A committee will study the best options for spring conferences. • There will continue to be a midyear and an end of year report card.
	Assessments/ Progress Monitoring	• Universal screening in reading and mathematics took place for all students in September and January. • Universal Social Emotional Screening took place in the Fall for all students. • Progress reports were shared May 15th and June 19th. • Teachers provided feedback to students/families through check-ins. • Special education progress reports on IEP goals were provided in the fall, winter, and spring.	• Universal screening in reading, mathematics will take place in September, January, and May. • Universal social and emotional screening will take place in the Fall and the Spring. • A system will be developed to conduct this screening remotely as needed or if allowed by health department guidelines through 1:1 meetings with students and families. • Special education progress reports on IEP goals were provided in the fall, winter, and spring.	• Universal screening in reading, mathematics will take place in September, January, and May. • Universal social and emotional screening will take place in the Fall and the Spring. • A system will be developed to conduct this screening remotely as needed or if allowed by health department guidelines through 1:1 meetings with students and families. • Special education progress reports on IEP goals were provided in the fall, winter, and spring.
	Grading	• The progress report based on priority standards for success in the	• The report cards will be revised to reflect priority grade level standards as well as other changes needed to fit the learning	• The report cards will be revised to reflect priority grade level standards as well as other changes

			model.	needed to fit the learning model.
	Attendance	• Student engagement was tracked by the homeroom teacher through Skyward weekly (any engagement through email, google classroom, zoom, etc.)	• Attendance will be monitored daily following the blended and remote learning schedules.	• Attendance will be monitored daily following the blended learning schedule based on days on campus. • Enter attendance into Skyward on a daily basis
	Communication	• Regular district coordinated communication and periodic school level communication were provided. • Teachers created and shared weekly playlists for all grade levels and subjects. • Teachers and other staff members called, emailed, and zoomed with students and families. • Counselor and others conducted home visits as	• Regular district coordinated communication and periodic school level communication will be provided. • Weekly playlist per grade level • eLearning webpage • Expectations for students and families are communicated clearly and briefly. • Teachers find out preferred communication methods for families with a goal of weekly contact. • Counselor and others will conduct home visits as needed. • Regular daily help (8:15—9:45 AM) available from a certificated teacher.	• Regular district coordinated communication and periodic school level communication will be provided. • Weekly playlist per grade level eLearning webpage • Expectations for students and families are communicated clearly and briefly. • Teachers find out preferred communication methods for families with a goal of weekly contact. • Counselor and others will conduct home

		needed.		visits as needed. • Regular daily help (8:15—9:45 AM) available from a certificated teacher.
	Learning Management Systems (Core 4)	• Zoom • Google Drive • Google Classroom/Seesaw • Screencastify	• Zoom • Google Drive • Google Classrooms/Seesaw • Screencastify	• On site/in classroom instruction twice a week • Zoom • Google Drive • Google Classrooms/Seesaw • Screencastify
	Synchronous/ Asynchronous Lesson Plans	• Zoom instructional lessons were synchronous and scheduled by individual teachers. • See Saw and Google Classroom learning components were provided five days/week.	• Synchronous (Zoom) classes for cohorts will only be held twice a week and will be coordinated by grade level and with consideration for siblings to accommodate family schedules. • Lesson plans are based on priority standards • Teachers consider the elements of a blended learning lesson block when deciding what to present synchronously vs. asynchronously • Teachers at each grade level will plan for a reasonable amount of student work time during remote learning days. • Synchronous/Asynchronous lesson plans will follow the blended learning schedule to allow for a smooth transition between stages	• Synchronous (Zoom) classes for cohorts will only be held twice a week and will be coordinated by grade level and with consideration for siblings to accommodate family schedules. • Lesson plans are based on priority standards • Teachers consider the elements of a blended learning lesson block when deciding what to present synchronously vs. asynchronously • Teachers at each grade level will plan for a reasonable amount of student work time during remote learning days.
	Health and Wellness	• Some teachers integrated social and emotional learning into	• Every grade level playlist will feature daily social emotional learning. • PE lessons and activities will be regularly shared.	• Every grade level playlist will feature daily social emotional learning.

		- their playlists. - The school counselor regularly shared social emotional learning lessons. - The school counselor and other staff members connected with families to support their needs. - PE lessons and activities were regularly shared.	- The school counselor and other staff members will connect with families to support their needs. - Social and emotional universal screening will be conducted in the fall and spring. Follow up for students and families who are identified as needing additional support will be completed.	- PE lessons and activities will be regularly shared. - The school counselor and other staff members will connect with families to support their needs. - Social and emotional universal screening will be conducted in the fall and spring. Follow up for students and families who are identified as needing additional support will be completed - All students will have outside time daily during in person instructional days. - All students will have PE classes as part of their specialist rotation. - All students will start the day with daily Social Emotional Learning Groups.
	Students with Special Needs	Students with disabilities, homeless students, and EL students were offered	Students with disabilities, homeless students, and EL students are offered SDI through both synchronous and	Students with disabilities, homeless students, and EL students may attend for more than 2 days in

	SDI via virtual model only	asynchronous instruction. Instruction is aligned to IEP goals and assistance is provided in order for students to participate in general education curriculum.	person if the team determines they need this in order to make progress. This will be determined on a case by case basis.

Adjust	The leadership teams will study how best to offer school extended learning programs to support students in literacy, and social/emotional learning. Data will be analyzed to determine the impact of regression over long breaks. Adjustments to remote learning and intervention models will be made as needed. The district is providing regular professional development through the Modern Teacher learning platform. Part of this study will include reviewing student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Plan	Salish Coast Staff Leadership Team has identified activities that support Title 1, English Language Services, Special Education, and the Learning Assistance Program. These activities include a comprehensive assessment program, meaningful professional development that will enhance access to research based methods, and outreach activities that benefit all students. Because the focus of these categorical programs seek similar outcomes for students at risk, blending of services in order to create a higher level of rigor is considered for all interventions.
Do	Title 1 supports the provision of universal screening tools, which are used by the English learner teacher, special education teachers, and counseling staff in order to best target needs in in their student population. Title 1 funds will support this assessment, and this will inform the intervention being developed in other categorical programs. Data will be used to provide services for LAP, special education students and English Learners. The district's English Learner Teacher and Coach will provide professional support to teachers, so they are better able to support the learning of the English learns in their classrooms. Title 1 funds will be used to pay for meaningful professional development that will benefit all students, and educational assistants being paid for by the Learning Assistance program will mutually benefit the Title 1 program. Technology support for students and families is an important part of our learning plan this school year. For 90 minutes daily, a certificated teacher will be available to any remote learning family that needs help with technology to access learning or any other educational support needed to ensure student success.
Study	The grade level teams will study these assessment tools to determine if they are effective and efficient. A correlation test will be applied to SBAC scores to ensure that FASTBridge scores align with expectations for passing. FASTBridge data will be used in the initial screening efforts to identify students with dyslexia, anticipated to begin in the 2021-2022 school year.
Adjust	If FASTBridge data and qualitative data indicates that gaps persist in our special education, low-income, or English learner population, the leadership teams will re-convene to ensure that interventions are meeting the needs of these subgroups.

REQUIRED: TITLE I, PART A TEMPLATE – COMBINING/BLENDING FUNDS MATRIX

Program	Amount Allowable	How the Intents & Purposes of the Program will be Met
Basic Ed		To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed Basic education funds are combined to support the activities listed above. This includes: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.
Title I		To provide all children significant opportunity to receive a fair, equitable and high quality well-rounded education, and to close educational achievement gaps
Title II		To provide innovative educational opportunities to our students.
Learning Assistance Program		To provide assistance to students who have not met annual measurable objectives or are at risk of not meeting graduation requirements. Students are identified through a triennial screening process using FASTBridge and curriculum based data.
Local Levy Funds	Included in BEA	Used to provide place based learning, which provides a foundation for all curriculum and intervention