

TITLE I, PART A SCHOOLWIDE PLAN

Name of District/Building: Oak Harbor Public Schools/Crescent Harbor Elementary	Date: December 15, 2017
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Mission At CHE we... THINK creatively and independently; CARE for others and our school; LEARN through focused instruction that promotes student achievement; and SHARE ideas and knowledge through collaboration and best practices.	Vision Providing quality learning opportunities so that all students can reach their highest academic achievement.
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COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan	<p>At Crescent Harbor Elementary, we have engaged our stakeholders in the following ways:</p> <ul style="list-style-type: none"> • Involved our parents in providing input and/or feedback on how we provide interventions to students for reading, math, and behavior support as well as allocate our categorical budget. We provide these opportunities at the beginning of the year once we have determined who needs intervention and also throughout the year at conferences, family nights, and by survey. • Teachers collaborate with Title I staff to design interventions, determine intervention times, review screening data, and consider the needs of students in special education, ELL programs, and the general education setting. • We have also worked with teachers at the school into which we feed (Oak Harbor Intermediate) to identify students who continue to need intervention when they leave our building. • When kindergarteners register, they are scheduled for a time to be screened by Title I staff; those who screen in with lower skills are encouraged to take our Kindergarten “Jump Start” program the August prior to kindergarten starting. We also participate in “Ready! for Kindergarten” programs for preschool-aged students and collaborate with other buildings in the district to provide education and outreach to these families. • Title I and administrative staff collaborate regularly with ELL and Special Education teaching staff regarding the needs of students in referral as well as those already receiving SDI or ELL intervention to ensure that their needs are met and that students are engaged in high quality intervention that meets their needs. <p>We have collected and reviewed the following academic and non-academic data (attached):</p> <ul style="list-style-type: none"> • DIBELS, i-Ready (math and reading), LLI screening, classroom screening tools (e.g., sight words), SBA scores, and grade data. • Behavior data such as lunch detention and suspension data. • Demographic data such as homeless, low income, ELL, race/ethnicity, transitional bilingual, and mobility (largely due to the proximity of NAS Whidbey). • Perceptual data from a family survey and staff feedback. <p>The data is used by staff to analyze needs for intervention with every individual student. “Data days” are provided at least twice a year for each grade level and the Title I teacher to collaborate on student performance and intervention both within the classroom and as part of the Title I program.</p> <p>We collected and reviewed best practices by doing the following:</p> <ul style="list-style-type: none"> • We have considered transition and readiness by assessing students as soon as
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	<p>school begins using DIBELS, i-Ready, and reviewing SBA data and data from the kindergarten registration screening. Once students are screened we then assess further using LLI screeners to determine exact instructional levels for students.</p> <ul style="list-style-type: none"> • We ensure our interventions and general instructional approach are student-centered. Whole group instruction is in alignment with training we received in the past through the Consortium on Reading Excellence to ensure strong phonics and literacy routines. We ensure that Title I intervention provides an additional dose of reading instruction to the classroom lesson. In Title I and in the classrooms students receive the various key components of balanced integrated reading and writing instruction. Additionally, students requiring intensive intervention receive this at various times throughout the day (see attached schedule) for individual attention on targeted skill deficits. • Instruction is student-focused; however, we also ensure a focus on educators through work in professional learning communities that provide teachers with a chance to explore better ways to differentiate, collaborate with others on instructional practices, focus on the whole student needs and classroom culture and relationships that align with our PBIS practices that are schoolwide. This also provides a time for staff to collaborate with our district literacy coach TOSA and with other grade levels to ensure continuity from classroom to classroom. This time spent as professionals helps teachers to create a culturally responsive environment for their students. • We continue to find ways to engage family and community support for our students. We partner with several local organizations (American Legion 8 and 40 women's group, Living Word Church, Oak Harbor Educational Foundation, Soroptimist International of Oak Harbor, NAS Whidbey commands of CVWP and NOPF, Oak Harbor Church of Christ, and others) to provide for our students' basic needs, such as shoes, clothing, school supplies, etc., to create an environment that supports learning. We also partner with parents through our family nights, PTA events, PTA meetings, and opportunities for parents to participate in their children's activities such as our summer reading and math program. <p>Through our use of all best practices from the OSPI Menus of Best Practices and application of them, we strive for a multi-tiered system of supports that incorporates multiple levels of instruction to ensure student success.</p> <p>We measure progress using the following tools:</p> <ul style="list-style-type: none"> • DIBELS and i-Ready benchmark testing three times per year; • LLI screening three times per year for benchmarks; • LLI running records for students every two weeks; • DIBELS progress monitoring once per month; • WELPA results for English language learners; • For i-Ready math, growth monitoring once per month; and • Classroom assessment data.
Do	<p>We implement our plan with the following goal in mind:</p> <p>All students receiving intervention in our Title I program will show a minimum of ten months of growth on assessments in reading and math using DIBELS, i-Ready, and LLI screening tools by the end of the school year. These students include but are not limited to those who qualify for ELL intervention, low income populations, racial minorities, students who are homeless, and students with high mobility.</p> <p>The expected outcomes for educator practice are:</p> <ul style="list-style-type: none"> • That best practices for reading and math instruction (such as teaching foundational literacy skills that include phonemic awareness, oral language, fluency, vocabulary,

	<p>and comprehension; and focused instruction on grade level foundational mathematical concepts to close the gap for students not at standard) are in evidence during classroom whole group literacy and math instruction;</p> <ul style="list-style-type: none"> • Rigorous, standards-aligned lessons including application of skills and strategic thinking; • Evidence of students developing a growth mindset related to meeting standards; • Collaboration with colleagues on best practices to ensure student growth aligned with standards, such as work in PLC's and cross-curricular teaching practices; and • Quality intervention in a tiered support model both within the general education setting and in Title I intervention groups. <p>Teachers will be provided professional development as needed, both as workshops/conferences/etc. and as job-embedded learning opportunities aligned with the objective of the program to meet the needs for student learning.</p> <p>Throughout the year, data will be collected to measure progress using DIBELS, i-Ready, LLI screeners, classroom assessments, language assessments, and SBA results to inform progress and provide feedback on the quality and effectiveness of the general program as well as interventions in place.</p>
Study	<p>The strengths of the current school program are:</p> <ul style="list-style-type: none"> • Every student not scoring at benchmark receives intervention; • The teacher:student ratio is 1:3 or fewer in intervention groups; • Staff uses research-based intervention curriculum used throughout the district so students transitioning within the district receive continuity of services; • Use of Title I Professional Development funds to provide for data days for teacher teams as well as other professional development; • Fluidity of groups based on student performance; • Common planning time for grade level teacher teams to collaborate as well as designated job-alike and PLC meeting times; • Community and district resources to provide for the needs of the program and for students; • Data tracking systems to monitor student progress; • Standards-aligned instruction in the general education setting; • Study hall provided daily for students needing support; • Behavior support provided by two paraprofessionals all day; • ASIST (All Student Intervention Support Team) process for students needing extra support in reading, math, and behavior; • Regular meeting times for Title I staff daily; • Support of the district TOSA for literacy instruction; • Grade level whole group reading blocks for whole class and small group instruction with intervention provided in addition to this block; • MobyMax and i-Ready math instruction; and • Intensive intervention times for 1:1 support. <p>Challenges of the current school program are:</p> <ul style="list-style-type: none"> • Mobility of our student population due to low income, homelessness, and Navy transfers; • Initial parent response to school communication (such as conference scheduling) runs about 50%; staff outreach to families increases conference scheduling and attendance to about 95%; • In recent years, high teaching staff turnover due to factors beyond school control. <p>The Title I plan was implemented as intended. Along the way, we have been able to make modifications such as reducing the size of groups or providing increased classroom support</p>

because of student performance. We have adjusted the level of instruction for students based on their instructional needs. From 2016-2017 to the 2017-2018 school year we have redesigned our math intervention to be more responsive to students' mathematical gaps, although it still uses the i-Ready intervention materials. We have also modified to provide 1:1 instruction in math for third and fourth graders. Another modification we made is to start kindergarteners in intervention pull-out at the beginning of the school year rather than partway through the year (we had provided in-class support in prior years and then began pulling kindergarten in December; this year we started pulling students in October using strategic intervention materials) and are having success. We have also gathered parent feedback on our use of budget as well as scheduling students for intervention, sharing information during parent-teacher conferences and meeting with parents individually when appropriate. Staff have also collaborated on the Title I intervention schedule and groups. Staff in Title I have received PBIS training along with all other CHE staff and as a result management of groups is focused and on-task to ensure minimal behavior and discipline problems during intervention.

We continue to evaluate priorities and assess our model for effectiveness.

Act

As we evaluate student performance using data throughout the school year, we will do the following:

- Adjust instructional groups;
- Provide increased 1:1 intensive intervention support;
- Provide vocabulary and language support to ELL students;
- Administer parent and teacher surveys to evaluate effectiveness and be responsive to our stakeholders;
- Increase classroom support;
- Design interventions based on student need and best practice;
- Monitor student behavior and assess the effectiveness of our schoolwide behavior plan; and
- Use community and district resources to provide for the needs of our students.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan

To provide a schoolwide focus for Crescent Harbor Elementary and to incorporate reform schoolwide as well, we have done the following:

- Engaged all staff in the formation of our school improvement plan and focus areas for school improvement;
- Provided time for all teachers to collaborate on standards-aligned instruction and supplemental instructional materials to ensure that standards are taught and that students have opportunities to achieve mastery of the learning standards;
- Provided support for teachers to integrate content such as science and social studies into literacy and math instruction, and provided technology to facilitate integration of technology skills into all areas;
- Integrated writing into all content areas; and
- For students in special education, we have provided transition meetings to facilitate their movement to the next school.

We have collected and reviewed the following academic and non-academic data related to schoolwide reform (attached):

- DIBELS, i-Ready (math and reading), LLI screening, classroom screening tools (e.g., sight words), SBA scores, and grade data.
- Behavior data such as lunch detention and suspension data.
- Demographic data such as homeless, low income, ELL, race/ethnicity, transitional

	<p>bilingual, and mobility (largely due to the proximity of NAS Whidbey).</p> <ul style="list-style-type: none"> • Perceptual data from a family survey and staff feedback. <p>The data is used by staff to analyze needs for intervention with every individual student. “Data days” are provided at least twice a year for each grade level and the Title I teacher to collaborate on student performance and intervention both within the classroom and as part of the Title I program.</p>
Do	<p>We have reviewed best practices as outlined in the OSPI Menu of Best Practices and Strategies to ensure we are providing appropriate schoolwide focus for reform. We have expanded science instruction in every grade level through the district's adoption of Building Blocks of Science and supplemental adoption of Engineering is Elementary. In addition, we have supported staff with Mystery Science, an online supplemental curriculum, to further engage students in science instruction and to provide increased opportunities for integration into reading, writing, and math. We are working with the following supports in addition to this:</p> <ul style="list-style-type: none"> • To facilitate transition between schools in Oak Harbor, we moved fifth grade out of elementary schools, consolidated all fifth and sixth graders into one building (Oak Harbor Intermediate) and all seventh and eighth graders into another (North Whidbey Middle). All elementary students are transitioning to one building for fifth grade; this creates a more universal experience for fifth graders and our fourth grade teachers know what to do to prepare our students for that transition; • To enrich and accelerate curriculum, our teachers are working in grade level teams to identify student needs using data from DIBELS, i-Ready, and classroom assessments, set goals for improved student achievement, and then are using their meeting time to design supplements to the curriculum in order to provide a more enriching experience for students that is aligned to standards; • Teachers are utilizing the Standards Mastery component of i-Ready to provide assessments and instruction that is aligned to common core state standards and to what students will experience on the Smarter Balanced assessment; • We provide family engagement activities for STEM and Math during evening events and, to provide enrichment to families during summer months we invite them in weekly for a summer reading and math program and we provide access to our library, math and reading activities, technology (we have chromebooks available with online resources such as MobyMax and Starfall); and • We have structured time for staff to meet with grade levels above and below them (e.g., K/1, 2/3, and then 3/4, 1/2) to discuss transitions between grade levels and levels of preparation and readiness as students move from grade to grade.
Study	<p>Strengths of the current school program are:</p> <ul style="list-style-type: none"> • Highly qualified teaching staff understands how to provide integrated instruction to students; • Availability of science and social studies materials for integration; • Availability of technology for integration; • Use of Title I Professional Development funds to provide for data days for teacher teams as well as other professional development; • Common planning time for grade level teacher teams to collaborate as well as designated job-alike and PLC meeting times; • Community and district resources to provide for the needs of the program and for students; • Data tracking systems to monitor student progress; • Standards-aligned instruction in the general education setting;

	<ul style="list-style-type: none"> • Study hall provided daily for students needing support; • Grade level whole group reading blocks for whole class and small group instruction with intervention provided in addition to this block; • MobyMax and i-Ready math instruction; and • PBIS is in place schoolwide. <p>Challenges of the current school program are:</p> <ul style="list-style-type: none"> • Our reading and math curriculum for intermediate grades are not aligned with common core state standards and therefore require a considerable amount of supplementation; • Our writing technique is good for primary grades but our intermediate grades require something more and we are working to find something that will help prepare students to write in response to standards. But even in primary grades the instructional technique is dependent upon professional development; we need to find a way to better sustain this technique; • In recent years, high teaching staff turnover due to factors beyond school control. <p>Our staff has identified priorities of identifying how we can help students achieve mastery of common core state standards; because we are challenged with our existing curriculum we are working through collaboration to find ways to supplement our instruction using tools and resources that are aligned with standards and will enhance what teachers are using. We are also currently undergoing a K-4 literacy review as a district to determine needs and how the district can support and sustain aligned curriculum and instruction in reading and writing. Additionally, we provide mentoring support for new staff in order to ensure newly hired teachers receive foundational skills in literacy strategies, writing instruction, and support in district-adopted curriculum.</p>
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Act	To improve the effectiveness of the program and to make adjustments and modifications we will continue to evaluate SBA results as we monitor whether our instruction and curriculum are providing students with targeted, standards-based instruction.
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COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

Plan	<p>At Crescent Harbor Elementary, we have engaged our stakeholders in the following ways:</p> <ul style="list-style-type: none"> • Teachers collaborate with Title I staff to design interventions, determine intervention times, review screening data, and consider the needs of students in special education, ELL programs, and the general education setting. • We have also worked with teachers at the school into which we feed (Oak Harbor Intermediate) to identify students who continue to need intervention (academic, social, or behavioral) when they leave our building. • When kindergarteners register, they are scheduled for a time to be screened by Title I staff; those who screen in with lower skills are encouraged to take our Kindergarten “Jump Start” program the August prior to kindergarten starting. We also participate in “Ready! for Kindergarten” programs for preschool-aged students and collaborate with other buildings in the district to provide education and outreach to these families. • Title I and administrative staff collaborate regularly with ELL and Special Education teaching staff regarding the needs of students in referral as well as those already receiving SDI or ELL intervention to ensure that their needs are met and that students are engaged in high quality intervention that meets their needs. • We have worked with the school counselor and classroom teachers to identify students who need additional support in areas such as anger management, making friends, completing tasks, etc., for pull-out small group intervention on a weekly basis as well as individual support for students who are struggling.
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- We have provided support for students who are struggling with behavior or social skills through the intervention of two paraprofessionals who provide behavior support all day in the general education setting.

We have collected and reviewed the following academic and non-academic data (attached):

- DIBELS, i-Ready (math and reading), LLI screening, classroom screening tools (e.g., sight words), SBA scores, and grade data.
- Behavior data such as lunch detention and suspension data.
- Demographic data such as homeless, low income, ELL, race/ethnicity, transitional bilingual, and mobility (largely due to the proximity of NAS Whidbey).
- Perceptual data from a family survey and staff feedback.

The data is used by staff to analyze needs for intervention with every individual student. "Data days" are provided at least twice a year for each grade level and the Title I teacher to collaborate on student performance and intervention both within the classroom and as part of the Title I program. We evaluate non-academic needs as well as academic needs. Teacher teams have grade-level planning time and collaborate to identify students who need additional counseling support.

We collected and reviewed best practices by doing the following:

- We have considered transition and readiness by assessing students as soon as school begins using DIBELS, i-Ready, and reviewing SBA data and data from the kindergarten registration screening. Once students are screened we then assess further using LLI screeners to determine exact instructional levels for students.
- We ensure our interventions and general instructional approach are student-centered. Whole group instruction is in alignment with training we received in the past through the Consortium on Reading Excellence to ensure strong phonics and literacy routines. We ensure that Title I intervention provides an additional dose of reading instruction to the classroom lesson. In Title I and in the classrooms students receive the various key components of balanced integrated reading and writing instruction. Additionally, students requiring intensive intervention receive this at various times throughout the day (see attached schedule) for individual attention on targeted skill deficits.
- Instruction is student-focused; however, we also ensure a focus on educators through work in professional learning communities that provide teachers with a chance to explore better ways to differentiate, collaborate with others on instructional practices, focus on the whole student needs and classroom culture and relationships that align with our PBIS practices that are schoolwide. This also provides a time for staff to collaborate with our district literacy coach TOSA and with other grade levels to ensure continuity from classroom to classroom. This time spent as professionals helps teachers to create a culturally responsive environment for their students.
- We continue to find ways to engage family and community support for our students. We partner with several local organizations (American Legion 8 and 40 women's group, Living Word Church, Oak Harbor Educational Foundation, Soroptimist International of Oak Harbor, NAS Whidbey commands of CVWP and NOPF, Oak Harbor Church of Christ, and others) to provide for our students' basic needs, such as shoes, clothing, school supplies, etc., to create an environment that supports learning. We also partner with parents through our family nights, PTA events, PTA meetings, and opportunities for parents to participate in their children's activities such as our summer reading and math program.
- We have students engage in goal-setting for both academics and behavior, with adult support and monitoring/review.
- Teachers and students conference to track and discuss data and performance.

Through our use of all best practices from the OSPI Menus of Best Practices and application of them, we strive for a multi-tiered system of supports that incorporates

	<p>multiple levels of instruction to ensure student success.</p> <p>We measure progress using the following tools:</p> <ul style="list-style-type: none"> • DIBELS and i-Ready benchmark testing three times per year; • LLI screening three times per year for benchmarks; • LLI running records for students every two weeks; • DIBELS progress monitoring once per month; • WELPA results for English language learners; • Discipline data; • For i-Ready math, growth monitoring once per month; and • Classroom assessment data.
Do	<p>We implement our plan with the following goal in mind:</p> <p>All students receive instruction and demonstrate proficiency academically and social. They receive effective and timely intervention to support academics as well as behavior, including but not limited to pullout for reading or math intervention, classroom-based support, counseling support, tiered behavior support aligned with PBIS strategies, preschool transition support, and professional development for staff.</p> <p>The expected outcomes for educator practice are:</p> <ul style="list-style-type: none"> • That best practices for reading and math instruction (such as teaching foundational literacy skills that include phonemic awareness, oral language, fluency, vocabulary, and comprehension; and focused instruction on grade level foundational mathematical concepts to close the gap for students not at standard) are in evidence during classroom whole group literacy and math instruction; • Rigorous, standards-aligned lessons including application of skills and strategic thinking; • Evidence of students developing a growth mindset related to meeting standards; • Collaboration with colleagues on best practices to ensure student growth aligned with standards, such as work in PLC's and cross-curricular teaching practices; and • Quality intervention in a tiered support model both within the general education setting and in Title I intervention groups that supports both academic and non-academic performance. • Effective two-way communication with families about student performance, progress updates, and growth. <p>Teachers will be provided professional development as needed, both as workshops/conferences/etc. and as job-embedded learning opportunities aligned with the objective of the program to meet the needs for student learning.</p> <p>Throughout the year, data will be collected to measure progress using DIBELS, i-Ready, LLI screeners, classroom assessments, behavior data, language assessments, and SBA results to inform progress and provide feedback on the quality and effectiveness of the general program as well as interventions in place.</p>
Study	<p>The strengths of the current school program are:</p> <ul style="list-style-type: none"> • Every student not scoring at benchmark receives intervention; • The teacher:student ratio is 1:3 or fewer in intervention groups; • Staff uses research-based intervention curriculum used throughout the district so students transitioning within the district receive continuity of services; • Use of Title I Professional Development funds to provide for data days for teacher

	<p>teams as well as other professional development;</p> <ul style="list-style-type: none"> • Fluidity of groups based on student performance; • Common planning time for grade level teacher teams to collaborate as well as designated job-alike and PLC meeting times; • Community and district resources to provide for the needs of the program and for students; • Data tracking systems to monitor student progress; • Standards-aligned instruction in the general education setting; • Study hall provided daily for students needing support; • Behavior support provided by two paraprofessionals all day; • ASIST (All Student Intervention Support Team) process for students needing extra support in reading, math, and behavior; • Regular meeting times for Title I staff daily; • Support of the district TOSA for literacy instruction; • Grade level whole group reading blocks for whole class and small group instruction with intervention provided in addition to this block; • Support by the counselor/interventionist for small group skills as well as for classroom lessons; • Schoolwide PBIS systems for teaching expectations and responding to student misbehavior; • MobyMax and i-Ready math instruction; and • Intensive intervention times for 1:1 support. <p>Challenges of the current school program are:</p> <ul style="list-style-type: none"> • Mobility of our student population due to low income, homelessness, and Navy transfers; • Initial parent response to school communication (such as conference scheduling) runs about 50%; staff outreach to families increases conference scheduling and attendance to about 95%; • In recent years, high teaching staff turnover and turnover in behavior paraprofessional positions due to factors beyond school control. <p>The Title I plan was implemented as intended. Along the way, we have been able to make modifications such as reducing the size of groups or providing increased classroom support because of student performance and timely assessment and intervention. We have adjusted the level of instruction for students based on their instructional needs. From 2016-2017 to the 2017-2018 school year we have redesigned our math intervention to be more responsive to students' mathematical gaps, although it still uses the i-Ready intervention materials. We have also modified to provide 1:1 instruction in math for third and fourth graders. Another modification we made is to start kindergarteners in intervention pull-out at the beginning of the school year rather than partway through the year (we had provided in-class support in prior years and then began pulling kindergarten in December; this year we started pulling students in October using strategic intervention materials) and are having success. We have also gathered parent feedback on our use of budget as well as scheduling students for intervention, sharing information during parent-teacher conferences and meeting with parents individually when appropriate. Staff have also collaborated on the Title I intervention schedule and groups. Staff in Title I have received PBIS training along with all other CHE staff and as a result management of groups is focused and on-task to ensure minimal behavior and discipline problems during intervention.</p> <p>We continue to evaluate priorities and assess our model for effectiveness.</p>
Act	<p>At Crescent Harbor Elementary, we have engaged our stakeholders in the following ways:</p> <ul style="list-style-type: none"> • Teachers collaborate with Title I staff to design interventions, determine intervention times, review screening data, and consider the needs of students in special education,

ELL programs, and the general education setting.

- We have also worked with teachers at the school into which we feed (Oak Harbor Intermediate) to identify students who continue to need intervention (academic, social, or behavioral) when they leave our building.
- When kindergarteners register, they are scheduled for a time to be screened by Title I staff; those who screen in with lower skills are encouraged to take our Kindergarten “Jump Start” program the August prior to kindergarten starting. We also participate in “Ready! for Kindergarten” programs for preschool-aged students and collaborate with other buildings in the district to provide education and outreach to these families.
- Title I and administrative staff collaborate regularly with ELL and Special Education teaching staff regarding the needs of students in referral as well as those already receiving SDI or ELL intervention to ensure that their needs are met and that students are engaged in high quality intervention that meets their needs.
- We have worked with the school counselor and classroom teachers to identify students who need additional support in areas such as anger management, making friends, completing tasks, etc., for pull-out small group intervention on a weekly basis as well as individual support for students who are struggling.
- We have provided support for students who are struggling with behavior or social skills through the intervention of two paraprofessionals who provide behavior support all day in the general education setting.

We have collected and reviewed the following academic and non-academic data (attached):

- DIBELS, i-Ready (math and reading), LLI screening, classroom screening tools (e.g., sight words), SBA scores, and grade data.
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- Perceptual data from a family survey and staff feedback.

The data is used by staff to analyze needs for intervention with every individual student. “Data days” are provided at least twice a year for each grade level and the Title I teacher to collaborate on student performance and intervention both within the classroom and as part of the Title I program. We evaluate non-academic needs as well as academic needs. Teacher teams have grade-level planning time and collaborate to identify students who need additional counseling support.

We collected and reviewed best practices by doing the following:

- We have considered transition and readiness by assessing students as soon as school begins using DIBELS, i-Ready, and reviewing SBA data and data from the kindergarten registration screening. Once students are screened we then assess further using LLI screeners to determine exact instructional levels for students.
- We ensure our interventions and general instructional approach are student-centered. Whole group instruction is in alignment with training we received in the past through the Consortium on Reading Excellence to ensure strong phonics and literacy routines. We ensure that Title I intervention provides an additional dose of reading instruction to the classroom lesson. In Title I and in the classrooms students receive the various key components of balanced integrated reading and writing instruction. Additionally, students requiring intensive intervention receive this at various times throughout the day (see attached schedule) for individual attention on targeted skill deficits.
- Instruction is student-focused; however, we also ensure a focus on educators through work in professional learning communities that provide teachers with a chance to explore better ways to differentiate, collaborate with others on instructional practices, focus on the whole student needs and classroom culture and relationships that align with our PBIS practices that are schoolwide. This also provides a time for staff to collaborate with our district literacy coach TOSA and with other grade levels to ensure

	<p>continuity from classroom to classroom. This time spent as professionals helps teachers to create a culturally responsive environment for their students.</p> <ul style="list-style-type: none"> • We continue to find ways to engage family and community support for our students. We partner with several local organizations (American Legion 8 and 40 women's group, Living Word Church, Oak Harbor Educational Foundation, Soroptimist International of Oak Harbor, NAS Whidbey commands of CVWP and NOPF, Oak Harbor Church of Christ, and others) to provide for our students' basic needs, such as shoes, clothing, school supplies, etc., to create an environment that supports learning. We also partner with parents through our family nights, PTA events, PTA meetings, and opportunities for parents to participate in their children's activities such as our summer reading and math program. • We have students engage in goal-setting for both academics and behavior, with adult support and monitoring/review. • Teachers and students conference to track and discuss data and performance. <p>Through our use of all best practices from the OSPI Menu of Best Practices and application of them, we strive for a multi-tiered system of supports that incorporates multiple levels of instruction to ensure student success.</p> <p>We measure progress using the following tools:</p> <ul style="list-style-type: none"> • DIBELS and i-Ready benchmark testing three times per year; • LLI screening three times per year for benchmarks; • LLI running records for students every two weeks; • DIBELS progress monitoring once per month; • WELPA results for English language learners; • Discipline data; • For i-Ready math, growth monitoring once per month; and • Classroom assessment data.
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COMPONENT #4: COORDINATION AND INTERGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

<p>Plan</p>	<p>At Crescent Harbor Elementary, we coordinate and integrate funds in the following ways:</p> <ul style="list-style-type: none"> • BEA funds (general fund) provide copy services, supplies, substitutes, and supplemental resources to the Title I program. In addition, BEA funds provide classroom teachers, supplies, busing, furniture, maintenance, etc., for the school. This year, the school qualified for state funds that enhanced class size in grades K-3 as well. • LAP funds provide for intervention with students who have not met annual measurable objectives or who are at-risk of not meeting state standards. We use these funds to provide for part of the salary of the Title I/LAP teacher who coordinates the program and for parts of the salaries of the paraprofessionals who provide supplemental intervention services to students. The funds also provide the salaries of one and one-half paraprofessionals who provide behavior intervention to students. • Levy funds provide release time, supplies, substitutes, and supplemental resources to the Title I program. They also provide for specialists and some general education classroom teachers as well as supervision of students and enhancements to the general education program. • Title I funds are used to provide all students significant to receive a fair, equitable, and high quality, well-rounded education as we work to close achievement gaps. They provide for part of the salary of the teacher in the Title I/LAP program as well as for some of the salaries of paraprofessional staff who provide intervention services to
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	<p>students. In addition, they provide funds for parent involvement activities and supplies, supplies for the program, professional development supplies, conference attendance, and release time for substitutes for professional development.</p> <p>Parents, staff, and district office personnel have input into how funds are spent and distributed.</p>
Do	<p>Funds in the Title I/LAP program are used to provide high quality, timely, effective interventions for students in grades K-4 in a combination of pull-out and push-in services in small groups or one-on-one. Annually, the budget for categorical programs is reviewed and crafted to provide the most high-quality intervention services for students; once students are assessed in the fall, the budget is reviewed to ensure that academic priorities are addressed through staffing, supplies, etc.</p> <p>Services provided include:</p> <ul style="list-style-type: none"> • Push-in math support for each grade level first through fourth; • Pull-out math intervention for third and fourth graders not performing at grade level according to SBA or i-Ready; • Reading support in small group pull-out; • Intensive reading support 1:1 for activities such as sight word flash cards, assessment, reading fluency practice with corrective feedback, etc. • Assessment of students in reading and math; and • Homework review and reteaching by support staff.
Study	<p>Strengths of the use of funds in the current program are:</p> <ul style="list-style-type: none"> • That timely intervention is provided to all students based on need and targeted to skill level; • Staff is fluid and can adjust services based on assessment results; • Student groups are fluid; • Budgeting has allowed for adequate funds for parent engagement and family nights; • Building funds supplement categorical funds for a seamless program that wholly supports student learning; • Budgeting has allowed for considerable professional development that supports collaboration, conference attendance, release time to observe colleagues, professional development materials, etc.; and • Both academic and behavior support provided to students regularly. <p>At this time we have not identified challenges in our use of funds.</p>
Act	<p>We continually evaluate the effectiveness of our program and assess whether funds should be used in a different way to support student learning.</p>

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education	\$2,000.00 (amount used from building budget)	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>Basic education funds are combined to support the activities listed above: classroom teachers, textbooks, supplement materials, supplies, equipment, technology, staff development, and substitutes.</p> <p>Refer to Title 1, Part A Schoolwide Plan for specifics.</p>
Title 1, Part A	\$99,710.00 In general \$4,986.00 PD \$1,423.00 Parent Involvement	<p>To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education and to close educational achievement gaps.</p> <p>Refer to Title 1, Part A Schoolwide Plan for specifics.</p>
Learning Assistance Program (LAP)	\$227,458.00 \$132,439.00 High poverty enhancement	<p>To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements.</p> <p>Refer to Title 1, Part A Schoolwide Plan for specifics.</p>
Local funds	\$1,000 (amount used from building budget)	<p>Local Level revenue may be combined in schoolwide programs.</p> <p>Refer to Title 1, Part A Schoolwide Plan for specifics.</p>
Total	\$469016.00	