Title I

Schoolwide Plan

School: Boistfort Elementary School

Boistfort School District #234

983 Boistfort Road

Curtis, WA 98538

Developed for a New School-wide Program
Beginning 2016-2017

The following people provided input on this Schoolwide Plan through numerous workshop sessions throughout the 2015-2016 school year and culminating on April 14, 2016 with additional suggestions on the updated draft provided on April 27:

- Certificated Staff: Andrew Watt, Kasey Ramacher, Rosie Vroman, Susan Gonzales, Karen Ernest—April 27, 2016; Trisha Kaut—absent on the 27th, but a participant throughout the school year.
- Classified Staff: Susan Gildersleeve and Teresa Duncan—April 27, 2016

The following people provided input on this Schoolwide Plan and completed a needs assessment/survey on April 21, 2016:

- Community Members/Parents/Staff: Dave Tracy, Kristi Tracy, Reck Eades, Brandie Lee, Josh Edeburn, Melissa Schroeder, Carloss Santini, Cassandra Chown, Brennan John, Janelle John, Misty Huscher, Cassandra Conroy, Vicki Sloan, Bree Jackson, Sina Mohoric, Tim Mohoric, Joanna Carroll, John Butler, Heidi Peroni, Jereme Chapman, Katherine Humphrey, and William Knutz.

The following people reviewed and/or provided input on the updated draft of the Schoolwide Plan on May 12, 2016:

- Community Members/Parents/Staff: Lori Eades, Misty Chapman, Lauri Chown, Cassandra Chown, Rick Eades, Melissa Schroeder, JoAnna Carroll, Rena Garza, Kim Mallonee, Lucia Garcia, Sarah Shaw, Cassandra, Conroy, R. J. Remund, Mamie Roundtree, and Malaney Whitesel.

The Boistfort Board of Directors reviewed and approved this plan at a regularly scheduled board meeting on May 16, 2016.

- Board members include: Kristi Tracy, Eric Millam, Ruth Peterson, Katherine Humphrey, and Erin Peplinski.

Title I, A Overview

What is Title I?

Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to states and school districts to meet the needs of educationally at-risk students. The goal of Title I is to provide extra instructional services and activities, which support students identified as failing or most at-risk of failing the state's challenging performance standards in mathematics, reading, and writing.

How will Title I funds be used in Boistfort?

Title I funds are currently used at Boistfort Elementary School, the only school in the Boistfort School District, to provide "targeted assistance" to a limited number of students who have been ranked according to greatest need. Beginning with the 2016-2017 school year, the funds will be used to help any/all students to gain access to assistance as needed, based on criteria established through adopted elementary school assessments and frequent classroom monitoring. Both this year and next, the funds are/will be used to provide small group instruction, tutoring, and to a limited extent, assistance in classrooms. Opportunities for professional development will continue to be made available for teachers and para-educators using Title I funds. Supplementary materials that may assist a student's regular instruction are/will be provided through this program including technology for delivering instruction and evaluating and monitoring student progress.

Goal of Boistfort Elementary School:

Boistfort School District envisions a community of individuals reaching their full potential and becoming responsible citizens and active lifelong learners.

The District's Vision is "Learn, Perform, Excel for a Better Tomorrow."

The District's Mission Statement: "It is the mission of the Boistfort School District, in partnership with parents and community, to empower each child to achieve his or her fullest potential to become a lifelong learner and responsible citizen. We are committed to fostering high expectations and promoting positive attitudes to achieve equity and excellence in a safe and nurturing environment.

#1: Comprehensive Needs Assessment

In order to review the needs of our students, staff, and community, it is important to communicate regularly. Each August a District Newsletter is mailed to all community members with information about the schools. This newsletter contains updates on schedules and programs and required legal information. Also included is a link to the school's report card on the Office of the Superintendent of Public Instruction (OSPI) website: http://reportcard.ospi.k12.wa.us/ for Boistfort's Report Card. The school's report card provides the public with information about the school including demographic and academic data. Test results over time indicate strengths and challenges of current programs. The information motivates discussions with members of the community and school personnel and/or the school board.

Surveys were conducted at the Title I parent meeting in April of this year. These surveys were provided in both English and Spanish formats. The intent of the survey was to give families and community members an opportunity to provide input on the Schoolwide Plan and district/school practices and procedures. During the parent meeting, the school's alignment with the Nine Characteristics of High Performing Schools was discussed. Informal staff surveys have also been conducted to provide direction for future professional development planning.

Annually, the school's Site Action Plans for math and ELA are reviewed as test results from the Smarter Balanced Assessment Consortium (SBAC) become available. Curricula and schedules are discussed in staff meetings. Our plan is to review school testing results and progress on the school improvement plan with parents at all schoolwide planning meetings and with the board at regularly scheduled board meetings.

Teachers will be given release time to review their curriculum and align it to current standards and grade level performance expectations. The district superintendent and teacher leaders provide support to teachers and paraprofessionals in ongoing staff development sessions (Improving Math and ELA Achievement workshop) throughout the year.

Boistfort SBAC data as compared with the state in math and ELA, along with our goals:

2015-2016 Boistfort Elementary School ELA Site Action Plan

Goal: By spring of 2016, the percent proficient of "all" students in grades three through eight will increase by at least 10 percentage points in ELA as measured by the SBAC.

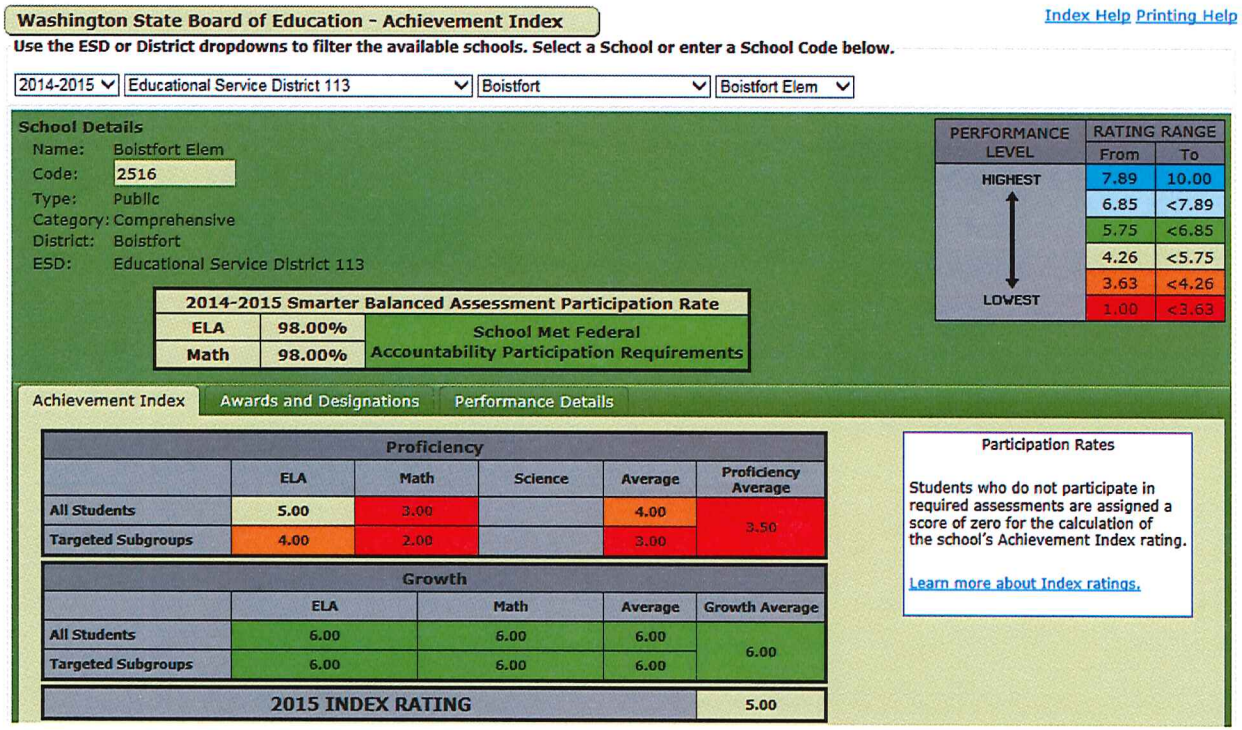
Boistfort Elementary School **English/Language Arts** Focus Areas				
Grade Level	2014 Field Test/2015 State Results	2015 Actual	Target Spring 2016	2016 Actual % Proficient
3	38% / 52.1%	43%	53%	
4	41% / 54.6%	25%	53%	
5	44% / 57.6%	43%	35%	
6	41% / 54.0%	38%	53%	
7	38% / 56.9%	44%	48%	
8	41% / 56.9%	67%	54%	

2015-2016 Boistfort Elementary School Math Site Action Plan

Goal: By spring of 2016, the percent proficient of "all" students in grades three through eight will increase by at least 10 percentage points in math as measured by the SBAC..

Boistfort Elementary School **Math** Focus Areas				
Grade Level	2014 Baseline Based on 2014 State Field Test Sample	2015 Actual	Target Spring 2016	2016 Actual % Proficient
3	39% / 56.7%	43%	53%	
4	37% / 54.0%	8%	53%	
5	33% / 48.1%	38%	18%	
6	33% / 45.5%	25%	48%	
7	33% /48.0%	22%	35%	
8	32% / 46.1%	33%	32%	

Data from the Achievement Index (2014-2015) is shown below:



Washington State Board of Education - Achievement Index

Index Help Printing Help

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015 | Educational Service District 113 | Boistfort | Boistfort Elem

School Details
Name: Boistfort Elem
Code: 2516
Type: Public
Category: Comprehensive
District: Boistfort
ESD: Educational Service District 113

2014-2015 Smarter Balanced Assessment Participation Rate		
ELA	98.00%	School Met Federal Accountability Participation Requirements
Math	98.00%	

PERFORMANCE LEVEL	RATING RANGE From	To
HIGHEST	7.89	10.00
	6.85	<7.89
	5.75	<6.85
	4.26	<5.75
	3.63	<4.26
LOWEST	1.00	<3.63

Achievement Index | Awards and Designations | Performance Details

Proficiency					
	ELA	Math	Science	Average	Proficiency Average
All Students	5.00	3.00		4.00	3.50
Targeted Subgroups	4.00	2.00		3.00	

Growth				
	ELA	Math	Average	Growth Average
All Students	6.00	6.00	6.00	6.00
Targeted Subgroups	6.00	6.00	6.00	

2015 INDEX RATING	5.00

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

Learn more about Index ratings.

#2: Schoolwide Reform Strategies

Boistfort Elementary School is in school improvement for not meeting Annual Measurable Objectives (AMO). Site Action Plans in both math and ELA have been developed to assist the staff to help students improve and meet the expectations of the state standards. The Action Plans for Boistfort Elementary School are a part of this Schoolwide Plan. Site Action Plans are reviewed multiple times during the school year and are approved by the board.

In Boistfort…

Strategies as outlined in the Site Action Plans include:

Activities	Professional Development	Timeline	Resources	Person/Department Responsible	Evidence of Implementation	Evidence of Impact
Quality Classroom Instruction: 1. Clear Targets 2. Aligned Activities 3. Student Engagement 4. Effective Questioning Strategies *Center for Educational Leadership (CEL) Framework*	PD on High Leverage Strategies including setting clear targets, ~~giving~~ effective feedback, and using effective questioning strategies. PD on the Smarter Balanced Assessment TPEP Goal Setting Meetings with administrator	August, 2015-June 2016	ESD 113 Support Support of Superintendent Support of Outside Presenters	Classroom teachers Paraprofessionals Superintendent	Effective instruction being delivered in the classroom on a daily basis using the CEL framework Walk-throughs and classroom observations	Improved student achievement Data reflecting use of learning targets Data on students meeting success criteria on learning targets
Assessment Effective use of Data: 1. RTI- Analysis of 2. 2015 SBAC and STAR Reading & Math Data 3. Progress Monitoring	Learning meetings PD on a system of tiered interventions (RTI) PD on the effective use of data and the cycle of inquiry	August, 2015-June, 2016	Teacher Leaders ESD 113 Support	Classroom teachers Superintendent	Data Collection Benchmark Testing Results	Improved student achievement Students meeting standards
Clear Understanding of School And District Roles and Responsibilities 1. Plan for improved communication with parents & staff 2. Plan to improve student behavior	Flow chart of responsibilities of staff School Improvement Plan Positive Behavior Supports	August, 2015-June, 2016	All Staff ESD	All Staff	Completed plan Working flowchart	Improved student achievement

The reading/writing program:

In the elementary school all students receive instruction with the adopted K-5 Open Court core curriculum for reading. In addition to this, all of our pre-school and kindergarten students use "Front Line Phonics." Students with intensive needs are also provided with supplemental instruction in areas of need. Students with intensive reading needs are placed in small intervention groups using direct instruction materials from "Sidewalks". Some students receive a supplementary reading time using "Read Naturally" for fluency. English Language Arts (ELA) blocks are at least 90 minutes in kindergarten through eighth. Kindergarten and first grade use "David Madison" for writing; other grades use "Step Up to Writing," "Six Traits," and/or "Writers' Workshop."

Boistfort School District math program:

The school uses "Go Math" by Houghton Mifflin for math. The District purchased this program in 2015. All grade levels have math blocks of 45-90 minutes.

Special ed staff suggestion: We need curriculum and time to collaborate with each classroom teacher.

#3: Instruction by Highly Qualified Staff

All teachers in grades K-6 at Boistfort Elementary School are highly qualified as required by the federal government. Our 7^{th} -8^{th} grade art teacher and our 7^{th} grade math teacher have plans in place to become Highly Qualified. Both teachers will be taking the West-E in the subjects in which they need a subject-area endorsement.

All para-educators in Boistfort Elementary School are highly qualified as required by the federal government.

At this time, the district requires all applicants for teaching and para-professional positions to be highly qualified before hiring.

The August District Newsletter publishes the rights of parents to know the qualifications of the teaching personnel in the district. They can request this information from the district office.

#4: Professional Development Activities

A district plan is in place for Professional Development. This year, all teachers are participating in professional development around improving math and ELA achievement. This plan complements the needs to improve student learning and to help the building and district achieve the goals of the school improvement plan. Typically, staff meets for twice monthly for 1.5 hours.

Title I has set aside 10% of its budget to support professional development. Teachers are encouraged to collaborate and work together to improve teaching strategies to increase student learning. In addition to this collaboration, classes and workshops outside of the district have been/will be approved that are directly matched to meet the needs of math, reading, writing, and instructional skills.

#5: Attract High-Quality, Highly Qualified Teachers

Teaching and paraprofessional positions that become available are posted by the ESD personnel cooperative on the ESD website They are also advertised in a newspaper of local distribution in the district. Teaching and academic program support staff are required to be highly qualified as required by the federal government.

#6: Strategies to Increase Parent Involvement

The District has a Parent Involvement Policy, which is distributed in the fall with the District newsletter. This policy was also distributed and discussed at the annual Title I meeting in April, and is available from the Title I teacher during the year.

Parent Compacts are sent home by classroom teachers during the first two weeks of school. At the fall conferences, the compact is discussed for family-school connections and cooperation. Teachers report that a new goal is often added to the compact during the conference time. Those families that have not returned the compact earlier, are asked to complete the compact during conferences.

At the annual meeting in April, parents were given a survey to complete to share their views on the Title I Program and provide input on the new Schoolwide Plan. Parents are encouraged to be a part of school activities and programs. They are encouraged to volunteer in the school. "Parents are Always Welcome" is a sign posted throughout the building and in classrooms.

Our PTO is very actively involved in school events. The PTO also holds meetings and encourages families to join and support the school through their activities. Currently there is strong PTO leadership; officers and members provide volunteer time and supplementary finances for special activities or classroom materials.

Many opportunities are provided to encourage family involvement. Some examples include: Bingo Nights, Science Fair, Title I Program Annual Meeting, Parent-Teacher Conferences, Fall Open House, Winter Music Program, Grandparent's Day, Veteran's Assembly, Missoula Children's Theater, **Spring Fling,** and individual classroom programs. We receive many compliments from the community on the quality of our events and on the overall attitude of our students and staff. Volunteer opportunities are encouraged and appreciated from teachers and support staff. Although our school is very small (only 90 students), we have 10 regular Title I volunteer tutors. Our Title I teacher and paraprofessional actively seeks dedicated volunteers, provides training prior to their volunteering, and monitors implementation of planned activities.

Boistfort Elementary School is committed to the following:

1. Boistfort Elementary is committed to recruiting and maintaining a consistent core of parent and community volunteers.
2. Boistfort Elementary will advertise the need of volunteers in a variety of ways throughout the community. Some methods may include advertising in the monthly district newsletter or in the Friday parent newsletter (sent home with students), taking requests to the PTO, posting signs in the hallways.
3. Parents will be kept informed of school activities and events through a weekly newsletter.
4. Parents, teachers, and students will sign a parent compact.
5. Staff, in conjunction with the Boistfort PTO, will promote Bingo Family Nights.
6. Parents will be encouraged to attend parent-teacher conferences.
7. Teachers will give out surveys during their "Back to School" parent meetings to sign up volunteers for the year.
8. Volunteers will be given a training/orientation on expectations, school procedures, handling discipline issues, using the copy machine, etc.
9. Boistfort Elementary will recruit, encourage, and honor parent volunteers.
10. Volunteers will be honored at an annual volunteer lunch.

See Appendix A for the results of the parent survey.

#7: Transition Plans for Preschool and Between Grade Levels

Transition activities for preschoolers and parents of preschoolers include, but are not limited to:

Boistfort School operates an ECAEP preschool. This is a mixed model program and includes students who are developmentally delayed, migrant, from a low socio-economic environment, and/or are traditional pre-school students.

Preschool screening is conducted in the spring using the DIAL test. Specialists from the Lewis County Special Education Cooperative are present and conduct a basic assessment for each student's development. Through the Lewis County Co-op the In-tot and Head Start Programs are also available for young children.

Information regarding pre-school programs is published/posted in the community, on the school bulletin boards and handout shelf, and sent home with students.

Pre-schoolers and their families visit the kindergarten in the spring to become acquainted with the facilities and activities of that program.

Our pre-school and kindergarten staff frequently meet to ensure a smooth transition between programs. These two teachers collaborate to ensure all pre-school students are kindergarten ready.

#8: Teachers Included in Assessment Decisions

Assessments in Boistfort Elementary School are established for Reading and Math with a general screener and also diagnostic measures.

The general reading screeners used for kindergarten, first, second, third, fourth, fifth, and sixth grades is the DIBELS test and STAR Reading in grades seven and eight. These assessments are considered to be aligned to Washington State Standards. All students in these grades are administered the benchmark DIBELS test three times throughout the year. For the 2016-2017 school year, students identified as intensive on the DIBELS test will be monitored every two weeks using DIBELS Progress Monitoring. Students also complete STAR progress monitoring in reading five times throughout the school year—at the beginning of the year and at the end of each quarter. In second grade, "Words Their Way" addresses specific foundational skills. Students identified as being significantly

below grade level on STAR reading and/or math or on DIBELS are then coached/tutored on skills needed in the Learning Assistance Program, Title I Program, or in regular classrooms.

All kindergarten students and students in grades 1-8 will complete the CogAt screener at the beginning of the year. This is a group administered ability test battery used to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal spatial skills. This test is used to help educators make important student placement decisions, such as selecting students for the Gifted and Talented program, as well as being used to expand the educational opportunities of all students.

All ECAEP preschoolers and kindergarten students complete the WaKIDS assessment two to three times yearly.

Our first through eighth graders complete the Comprehensive Mathematical Abilities Test (CMAT) and or the STAR Math test for benchmark testing and regular progress monitoring.

Data from these reading and math tests have been used in the past for ranking students for a Targeted Assistance Title I Program. For 2016-2017, assessments will be used for identification of students' eligibility for extra assistance in both reading and math and for monitoring of students throughout the school year. Results of the assessments will be shared immediately in order to quickly assist students in need and continually assess correct placement of students in intensive pull-out programs as needed.

#9: Provide Assistance to Students Experiencing Difficulty

For reading, DIBELS Next is the initial screener for reading in grades K – 6. The DIBELS assessment is given one time each month to students who previously scored at the "intensive" level. STAR Reading is also used for grades 1-8. STAR testing is every 6 weeks in grades 5-8. The CMAT is used as a diagnostic assessment and is available for individual students, as needed. Groups are determined based on screening and diagnostic data. Next year, progress monitoring for students who are at the "intensive" level will be conducted every ~~1-2 weeks~~ **month**. All students will be assessed on DIBELS three times—fall, winter, and spring—for purposes of placement. Students in grades first through fourth who test at the intensive level will be given LAP assistance, and students who test at the strategic level will be given interventions in the regular classroom.

For Math, a placement/diagnostic test aligned with Washington State Learning Standards are used in grades 1 to 8 as the screener. The STAR math assessment is given every 4-6 six weeks. "Xtra Math" is used for diagnostic and progress monitoring in grades one through six. For 2015-2016, targeted students are receiving help in math in a Title I pull-out program (and for the last quarter of the

year, a para providing help in classrooms). For 2016-2017, all children needing extra help, depending on the topic, will receive extra help through Title I in the Schoolwide Program.

In both Math and Reading, classroom and curriculum based assessments are also used to progress monitor all students.

#10: Coordination and Integration of Federal, State and local services

The Title I Program is coordinated closely with the State's Special Education, Transitional Bilingual Program, and Migrant Programs; the ECAEP Preschool program; and programs offered at the Boistfort Elementary School, such as on-line help in math. Although finances are separated, information and needs of students are coordinated to determine appropriate programs for students.

Testing in core subjects, as well as within the other Federal, State, and Local programs provide information for how the students can be best served. Assessments provide the data for how student needs are determined and placement for individual student success is discussed and adjusted. The District is beginning to use the RtI model for students to assist in skill placement of students and use of personnel.

The School Board, Superintendent, and the district business manager work together to plan how to effectively use the allocated funding sources for the programs.

Plan last updated on May 16, 2016

APPENDIX A

Boistfort Elementary Parent Survey Results:

Parents of students in the Boistfort School district describe the education that their children get as follows:
2 Excellent; 13 Good; 8 Average; 0 Below Average; 0 Don't Know, and 0 Other.
Parents reported that the areas where their child's school does a very good or excellent job are:

- individual attention
- getting along
- family functions with school
- reading
- reading
- individual attention
- helping extra in reading
- all the teachers are excellent / therapy department
- Mrs. Gonzales goes above and beyond and has helped my student
- helping kids that need a little more help
- communication
- writing, math helping where they struggle
- great location, in past challenged as in previous years, trouble maker kids
- teachers caring
- science and computers

Four parents reported there are no areas where the school does a very good or excellent job.

To the questions, "Are there areas where you feel your child's school could do better job?" four parents reported no areas and the remaining parents indicated the school could do better in the following areas:

- discipline, math
- homework
- including Spanish, music, science, and art in the curriculum
- challenging students, providing advanced learning opportunities
- getting rid of CRE math

- active learning in early grades
- maybe extra communication from teachers
- special education working to meet those in need of a study skills or group to help those falling behind or needing help
- parent/teacher communication
- more one-on-one help
- keeping unruly kids in line in the classroom
- social, reading
- sports
- math, writing (individually, not school wide)
- communication, child not challenged as in previous years, trouble maker kids
- communication (teacher/parent; teacher/teacher; teacher/child/admin)
- new text books

Parents rated how they feel the Boistfort School District performs in the following areas indicating "E" for Excellent, "G" for Good, "A" for Average, "BA" for Below Average, or "P" for Poor.

_____1. Providing opportunities for all students
_____2. Helping students be successful in school
_____3. Quality of teaching
_____4. Quality of curriculum
_____5. Offering rigorous, challenging instruction
_____6. Offering extra support for students who need it
_____7. Communicating with parents about their children
_____8. Communicating with parents and community about the district
_____9. Providing adequate school facilities
_____10. Providing adequate athletic opportunities
_____11. Providing adequate opportunities for clubs and activities
_____12. Providing adequate opportunities for the arts (music, band, art, drama, etc.)
_____13. Preparing student for graduation and beyond (college, work, and citizenship)

Results were as follows:

	EXCELLENT	GOOD	AVERAGE	BELOW	POOR
1	2	12	6	2	0
2	2	11	9	2	0
3	2	15	6	2	0
4	0	10	6	3	0
5	0	9	14	0	0
6	4	5	6	3	0
7	4	5	10	3	2
8	6	4	8	5	0
9	2	6	11	1	0
10	1	3	4	10	3
11	1	3	3	11	4
12	1	3	8	6	4

Regarding how much information they receive about the Boistfort School District?

____12____1. About the right amount of information
_____5_____2. Not enough information
_____0_____3. Too much information
_____4_____4. Enough information on some issues, not enough on others

Parents would like more information on the following:

____11____1. Curriculum
____10____2. Classroom instruction
_____7_____3. School schedules and activities
_____8_____4. How my child is doing in school
_____1_____5. How I can volunteer
_____9_____6. How I can help my child be successful
_____6_____7. Testing/assessment information and data
_____2_____8. Bilingual education
_____7_____9. Levy and bond information
_____3____10. Financial information about the school district

_____9____11. General education issues
_____6____12. Volunteer opportunities in the schools
_____7____13. Athletic events or opportunities

To the question, "Do you have any other concerns or suggestions?" the following comments were collected:

- I am in favor of a school-wide Title I program.
- I have evening commitments, so attending meetings is difficult. Would be interested in more info on school board meetings. I already receive PTO minutes.
- I am concerned about kids being taken out of class; that causes them to get behind in other subjects.
- I am in favor of the School-wide Program.
- I would like to see discipline which avoids removing or limiting recess and opportunities for movement.
- We are in support of school-wide use of Title I funds to enrich curriculum.
- I would like to see more communication! A school website wehre parents and community members can view weekly newsletters and updates of upcoming events as well as meeting minutes and monthly newsletters. E-mailing parents weekly newsletters. Weekly classroom agendas and progress reports eery 2-3 weeks as stated in the school policy. Promote reading through AR testing or a similar program for ALL grade levels (mandatory in greades 2-8). Promote writing through weekly creative writing assignments, spelling tests, grammar lessons, and correction. Continue teaching cursive writing and basic keyboarding.

Staff members suggested that we do the following:

- target pre-school parents and get them involved from the start,
- provide more follow-up on homework completion,
- purchase new curriculum with intervention supports, and
- follow-up on chronic absences.

As a result of these surveys and input on the school-wide plan by both parents and staff, the district will use its Title I funds for para support, a Title I teacher, materials and supplies (especially for interventions), professional development, and behavior interventions (such as extending the principal's time beyond 2 ½ days per week or a behavior interventionist).

Boistfort School District #234

983 Boistfort Road
Curtis, WA 98538

Parents and community members are welcome to provide input on the Schoolwide Plan.

Name (optional): _____

Date: _____

My recommendations are as follows:

Other comments or recommendations:

Please drop off or mail to Boistfort School District, Attention: Superintendent, 983 Boistfort Road, Curtis, WA 98538.