

**Title I, Part A/LAP Schoolwide Plan and School Improvement Plan 2021-22
for Hofstetter Elementary School**

Building Data

Building: Hofstetter Elementary	F/R Percentage: 50.8%
Principal: Ann McKern	Grade Span: TK-2
District: Colville School District	Building Enrollment: 315
Plan Date: August 2021-June 2022	Board Approval Date: Annually in June

**School Leadership Team Members
Parent-Community Partners**

Name	Role	Email
Ann McKern	Principal	amckern@colsd.org
Liz Gill	Parent	liz.gill@colsd.org
Kerry Lawson	Intervention Title I Teacher	klawson@colsd.org
Sheila Dickinson	Special Education/Intervention Teacher	sdickinson@colsd.org

Vision Statement

Hofstetter's Mission: Success for EVERY Student.

Hofstetter's Vision is to be a school where OUR students...

- have a growth mindset.
- learn at high levels.
- believe in themselves and know we believe in them.
- feel safe and be safe.
- love learning and want to come to school-everyday.
- build relationships
- collaborate.
- exhibit good character.
- gain independence.
- THRIVE!

Each student, family, and community member possesses strengths and cultural knowledges that benefit their peers, educators, and schools. We are better together (school+families).

ESSA Supports: WA Framework Identification

Foundational:

ELA

- Read Well-reading
- Foundations –phonics, reading, spelling
- Heggerty–phonemic awareness, phonics
- Schoolwide ELA–writing

MATH

- Eureka-math
- BEAST Academy
- Touch Point Math

Tier I: Targeted Supports: Targeted with 1-2 Student Groups:

Access to essential grade level standards for **all students**. This is core instruction and the responsibility of teacher teams. Intervention occurs at this level based on quick formative assessments to determine levels of understanding and skill and teacher-team created common formative assessments. This is where clarification and re-teaching within the classroom occurs.

Tier II: Targeted 3+Targeted EL Progress:

Additional time and support to learn essential academic and behavior standards. Interventions and extensions are incorporated at this point. Interventions are anything the school does above and beyond what all students receive to help certain students succeed academically. Extensions are where students are stretched beyond essential grade-level curriculum or levels of proficiency. This includes deeper dives into grade level concepts and teaching of “nice to know” concepts and skills.

Based on each student’s needs, Hofstetter provides a specific practice, program or service to some students.

Common formative assessments, STAR benchmark testing, and core curriculum assessments determine which students access this level.

Grade levels are divided into two PODs. Each POD consists of two or three grade level teachers. This POD works together during scheduled common prep periods. These common planning times consist of the POD analyzing data to divide kids into appropriate reteach or extension groups. The team then decides to “blitz” the targeted learning from the defined guaranteed and viable curriculum. After the blitz and reassessment, any students needing additional time and support are then cycled through additional time and support within the POD or referred to Tier III instruction, currently from 8:20 am to 8:50 am.

Tier III Support: Comprehensive:

Intensive remediation in universal skills. This is intensive support for prior skills and knowledge from previous school years—a deficit in skills and knowledge. Hofstetter focuses on reading, writing, number

sense, English language and social and academic behaviors. Common formative assessments, teacher input and universal screening determine which students access this level. Students can also access Tier III instruction if the intense and targeted “blitzes” from a POD prove not enough, yet!

Partners in Consolidated Plan
Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template
School Improvement Plan/WAC-180-16-200-and ESSA: Sec.111(d)(1)(B)

Title I, Part A: Schoolwide Program Model

Four Required Components:

- 1. Comprehensive Needs Assessment
- 2. Schoolwide Reform Strategies
- 3. Activities for Mastery
- 4. Coordination and Integration

Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

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

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure ***all*** of the following elements are included:

School Improvement Plan; WAC-180-16-220.
Plan Requirements:

- Annual Board approval
- 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
- The ways in which the model is based on a self-review of the school’s program
- The characteristics of successful schools
- Equity factors for all students
- The use of technology to facilitate instruction
- Parent, family, and community involvement, they relate to a positive impact on student learning

ESSA: Sec.111(d)(1)(B).
Plan Requirements:

- Indicators of student performance against State-determined long-term goals
- Exposition of evidence-based interventions
- Proof of a school-level needs assessment
- Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
- Approval by the school, local educational agency and State educational agency

COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	<p>The data collected and examined comes from multiple data sources including:</p> <ul style="list-style-type: none"> ● STAR 360 Reading and Early Literacy administered 3 times (Title I and LAP students 5 times a year) ● Kindergarten Skills Inventory Assessment ● DRA; Running Records K, 1, 2; Read Well data-progress monitoring ● Parent Perception Surveys (CEE, Spring) ● Staff survey (CEE, Spring) ● Staff Meetings/PLCs throughout the year ● Curriculum-based Assessments ● Classroom-based Assessments ● Common Formative Grade-level Assessments <p>The results of our comprehensive needs analysis indicates a need for intense and focused reading instruction, as it is the leverage skill for all academics and the pandemic has had a significant effect on this.</p>
Do	<p>Our schoolwide plan is based on success for every student. Our goal is for every student to leave Hofstetter reading at grade level. This plan will be implemented through the practice of Professional Learning Communities and a multi-tiered system of interventions. Responsibilities for this system fall upon teacher teams and school-wide teams.</p> <p>Grade level teams meet once per week for 45 minutes to work the PLC process. We practice a continuous cycle of answering the four PLC questions: What is it we want our students to know and be able to do?, How will we know if they have learned it?, How will we respond when they have not learned it?, and How will we respond when they have learned it? A schoolwide leadership team meets once every two weeks to oversee the PLC process and continually support its effectiveness and sustainability.</p> <p>Our decisions are based on data. The STAR assessment in reading is administered three times per year—in the fall, winter and spring (5 times per year for students qualifying for LAP and Title I services). Not only do we focus on student achievement, we focus on student growth. Additionally, classroom-based assessments, common formative assessments and curriculum-based assessments are used to create a full picture of each student’s skills and conceptual understanding. Finally, teachers use assessment results to adjust instruction, learn from one another and incorporate best teaching practices.</p> <p>Hofstetter strives to ensure high levels of learning for all students through its multi-tiered system of instruction and intervention. Our SMART goal reflects more accurately an attainable standard based on our current data; however, it is not good enough until EVERY student leaves Hofstetter reading at grade level. Our practices must continually increase the number of students leaving Hofstetter fully prepared for third grade or we are accepting the fact that some students will not have achieved what they are entitled to. We will have failed them.</p> <p>Based on data from the spring 2021 and fall 2021 STAR assessments in reading, our SMART goal is as follows:</p>

	<p>Academics in Reading: By June 2022, all students will meet grade level proficiency or improve at least 1 grade level as measured by the STAR assessment.</p> <p>The academic goal is set for K, 1 and 2 students because all Hofstetter students are OUR students. The 2nd grade exit to 3rd grade is the ultimate determining factor as to whether Hofstetter has achieved its goals. In 3rd grade our students take the state assessment, which is an important factor in determining K-2 student achievement.</p> <p>To deliver a multi-tiered system of intervention, Hofstetter has revamped its master schedule to include weekly, job-embedded PLC time for grade levels and interventionists. Hofstetter has also carved out 30 minutes of daily Tier II time to be delivered by grade level teacher teams organized into PODS. Grade levels of six are divided into two PODs of teacher teams with common prep time and like schedules to allow for collaboration to plan and deliver 30 minutes of additional time and support for grade level essential standards. We are calling this additional time and support “blitzes”. Teacher teams are allowed great flexibility in how they practice delivery of Tier II instruction. This is based on the belief that grade level teachers are the most appropriate staff to be delivering additional time and support for grade level essential standards from Hofstetter’s guaranteed and viable curriculum.</p> <p>All staff are reading <i>Conscious Discipline</i> over the summer, so that each PLC team may create comprehensive classroom families to ensure students are not removed from our instruction.</p> <p>Finally, the master schedule allows for a designated Tier III time that ensures students will NOT miss grade level essential standard core instruction. Any student who attends Tier III intervention may miss extension activities and instruction or “nice to know” instruction, but attending Tier III intervention will not push students further behind because they are missing grade level core essential standards to learn previous grade level essential skills and concepts.</p>
Study	<ul style="list-style-type: none"> ● STAR data is studied three to five times a year. After the first round of STAR Reading has been administered, we see gaps in reading are closing. ● Parent and family input revealed to us that families are not reading paper information as much as they used to. They prefer everything in electronic form. Backpack checks are not happening as much. We primarily use the REMIND app to communicate with parents. ● Our climate survey continues to indicate our staff climate has changed to more of an “our kids” attitude than a “mine and yours kids” attitude. Our staff is fully embracing the PLC process.
Adjust	<ul style="list-style-type: none"> ● To adjust to the fact that parents are expressing they do not want as much paper and they want to receive information electronically. We are utilizing our district’s Messenger system to deliver reminder phone calls for major school events and on a more individual level we use the REMIND app. This practice is producing positive feedback. ● Poor attendance continues to be addressed through forming an aggressive parent involvement plan to educate families on lost school time at the foundational level and strong enforcement of the BECCA laws.

	<ul style="list-style-type: none"> • Our building leadership team continues to support our PLC processes through guided leadership and professional development.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	Our plan to address the major area of reading improvement consists of dividing and conquering with the expertise and resources at hand. For each issue identified: phonemic awareness, reading comprehension and fluency and continued PLC momentum, staff have formed multiple leadership teams to research and gather more information. The teams then report back to our building leadership team and whole staff. Plans for action are delivered through our MTSS program.
Do	<p>Hofstetter’s targeted academic improvement focuses on reading and fluency in reading. Reading teams meet to study how to increase reading decoding skills, comprehension and fluency.</p> <p>Our attendance meetings with families and aggressive enforcement of the BECCA law processes are being met with much less resistance this year, but we are making progress through respectful and professional delivery of the hard facts of missing school, primarily at the foundational level.</p> <p>Due to the COVID pandemic, professional development is limited to book studies and webinars.</p>
Study	<p>The year-end parent survey will reveal if families are finding Hofstetter’s Parent and Family Engagement practices helpful and meaningful. Although the Title I meeting was held by ZOOM, Hofstetter did have Family Reading Nights, by grade level, in person. The survey will also indicate if families felt welcome and comfortable.</p> <p>Our attendance data reveals the family meetings are working. Steadily, attendance is improving. Parents are more receptive to the family meetings and our STAR data is revealing an improvement in achievement. The data is correlating.</p> <p>Our staff indicates that the PLC Institute through Solution Tree is “life changing” as far as their profession. Hofstetter will strive to continue to send staff to the institute. Teachers who have gone to this training and come back are pushing hard to change their practice in collaboration which will lead to changes in their teaching and ultimately student learning. Hofstetter’s staff is practicing the PLC process with fidelity and it is bringing teacher clarity to their daily practice. After the pandemic, we plan to continue to send teachers to this institute.</p>
Adjust	<p>Staff have remained committed to 30 minutes of Foundations instruction daily to continue the phonics progress from last year. Every classroom teacher has committed to daily double dips in reading instruction designed to support grade level reading skill acquisition.</p> <p>Our Title I practices all support our school-wide reading goal.</p>
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	With the focus on reading, the PLC process is used to study data results and adjust instruction to ensure grade level reading instruction and learning. Additionally, PLC time is used to study the data to reveal instructional effectiveness.

	<p>Three Title I Reading Family Nights at Hofstetter have been planned for this year (November).</p> <p>Staff collaborate about the practices presented in <i>Conscious Discipline</i> to support all students staying in class.</p> <p>Every family with a child missing 5 or more days, excused or unexcused, will be asked to come to the school to meet with us to determine if the school can do anything to support the family in getting their child to school regularly and on time. Together, we build a plan to improve attendance.</p> <p>Hofstetter determined it does not need to revisit its Mission, Vision and Commitments again. Hofstetter has critical mass. If a change is supported and research proven the majority of staff agree that is what is best for our students. The staff and administration are standing strong on this.</p>
Do	<p>Staff are committed and practicing the PLC process. They are faithfully delivering strong reading instruction.</p> <p>Our staff voted to implement PBIS at Hofstetter and is moving forward to build the multi-tiered system of intervention in behaviors focusing on the strategies presented in <i>Conscious Discipline</i>.</p> <p>The district has moved to the CEE surveys for staff, students and families. This data collects information regarding the nine characteristics of high performing schools.</p> <p>Letters inviting families into attendance meetings with the school are being sent regularly and families are attending.</p> <p>Hofstetter is a PLC school. We are working the process to achieve student success in areas students need. Right now, the need is reading.</p>
Study	<p>Classroom based assessments coupled with STAR data indicate the school is making progress in its collective effort to improve student achievement in reading.</p> <p>Families are finding the BECCA meetings are pleasant and our goal is to support them. Data reveals student attendance is increasing after the meetings with families occur. YES!</p> <p>The climate of Hofstetter has changed. Through a majority of staff attending the PLC institute and professionals holding each other accountable, there is an upswing in professional efforts to improve student learning.</p>
Adjust	<p>Data reveals the schoolwide effort to push through on a regimented phonics instruction plan is working. Hofstetter will continue to stay the course.</p> <p>The PBIS team met over the summer to lay out and guide the staff through the PBIS adoption process in a slow and methodical way to ensure total staff support and engagement. This will be a slow process; however, it is important to build the schoolwide behavior program on a solid and crack free foundation. The plan must be implemented and utilized schoolwide.</p> <p>Individualized electronic communication from the school to parents has been implemented. Hofstetter is utilizing the REMIND communication app.</p>

	Building budget has 100% gone to supporting COVID learning loss recovery. The PLC process support is the number one goal of the leadership team.
--	--