

2021-20221 Annual Title I Schoolwide Program Review  
Central Kitsap School District

### Annual Schoolwide Program Evaluation

#### Building Level

A. The LEA uses the optional Plan, Do, Study, Adjust format and includes the evaluation in the Adjust section, or

B. A description of the annual evaluation that includes the following elements:

- Name of the Title I, Part A school.
  - Date of the most current Title I, Part A program evaluation.
  - Identification of how and who is involved in the process
  - Review of strategies and best practices that impacted student achievement.
  - Evaluation data that supports the program effectiveness and a summary of the findings.
  - Probable changes to the program based on the evaluation.
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### Clear Creek Elementary 2021-2022

#### B. Schoolwide Program Evaluation

- Date: 12/1/2020
- Who was involved (Shared Decision Team is ok too) :
  - Principal: Toby Tebo
  - CKSD Learning Specialist: Heather Hazen-Gross
  - Reading Specialist: Laura Zieser
  - Clear Creek Leadership Team (Leader- Chelsey Ligon- included General Education and Special Education Teachers, and Classified staff.)
- When:
  - 11/10/2021
- What process was used:
  - Leadership Team
  - Title I Team
- Strategies and best practices that impacted student achievement
  - Reading:
    - Small group targeted instruction
    - SIPPS Challenge Training w/ Tina P
    - Spelling City (High Frequency Words)
    - Imagine Learning
    - Parent Conferences
    - Research based curriculum
    - **Created Grade Level/Jobs Alike PLC System**
      - Established PLC Teams that used grade level data to inform instructional decisions
      - Used SLT (School Leadership Team) to look at data from each grade level
      - Created essential standards in each grade and looked at them vertically throughout the bldg
      - Adopted meeting protocols to ensure the systematic analysis of student performance
      - Met 2 wks/month to guarantee time to analyze and plan

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- **Established strong system of classroom and Title I interventions**
    - At least every 6 weeks, Teachers/interventionists regularly progress monitored, collaborated, and refined instruction for students
    - Created Title Intervention Room where all interventions took place
    - Worked with Tina P. to bolster classroom ELA routines to support the core curriculum
    - Worked with Tina P. to create small group instructional models for the classroom and Title I that lead to elevated student results
    - Used tools such as Google Fluency Tutor and other technology tools to support interventions
  - **Increased family engagement within ELA...Strategies included:**
    - Communication on website about best strategies to support struggling readers
    - Free books for birthdays and other methods of getting print in student hands
  - Promoted Ready for K Program
  - Math Night (students participated at home with provided packets)
- Math:
- **Systematic Focus/Goal Setting on Math Fact/Computational Fluency**
    - Developed and used school-wide expectations for fact/computational fluency
    - Developed and used trimester benchmark assessments for each grade level for fact/computational fluency
    - Building-wide system for fact/computation goal setting
    - Utilized technology for pre-assessment, practice, and tracking of progress
  - **Implemented My Math Curriculum (Including Redbird) with integrity**
    - Developed building-wide math instruction plan for minutes and structure of math instructional period
    - Periodic PD for My Math, including the M Cubed Series
    - Utilized Math District Coordinator to help provide assistance for adoption and implementation
    - Used PLC Collaboration time to reflect on common math assessments and provide interventions
    - Worked with support staff to provide math interventions aligned with the curriculum
    - Used MyMath performance tasks, Countdowns, and Interim Assessments to track progress
    - Used Math Talks and Problem Solving Tasks to bolster math vocabulary
  - **Created Grade Level/Jobs Alike PLC System**
    - Established PLC Teams that used grade level data to inform instructional decisions
    - Used SLT (School Leadership Team) to look at data from each grade level
    - Created essential standards in each grade and looked at them vertically throughout the bldg
    - Adopted meeting protocols to ensure the systematic analysis of student performance
    - Met 3 wks/month to guarantee time to analyze and plan

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  - Worked with Tina P. to create small group instructional models for the classroom and Title I that lead to elevated student results
  - Used tools such as Google Fluency Tutor and other technology tools to support interventions
- **Increased family engagement with mathematics...**
  - Communicated on website, publications about fact/computational goal setting and system
  - Encouraged parents to reinforce goal setting
  - Shared practice strategies and tools for boosting fact/computational skill
- PBIS/SEL/ Wellness:
  - **Established Systematic PBIS**
    - Continued building-wide Teach To's for common areas
    - Usage of posters with expectations in environments
    - Established system for tracking discipline progress- Officer Referrals, etc...
    - Taught Second Steps Curriculum K-5
    - Class Meetings
    - Establishment of ticket-based reinforcement system with store
  - **Equity Focus- Morning Meetings Building-Wide**
    - PD Training for Class Meeting so teachers could understand the purpose and logistics
    - Systematic use of Class meeting format to increase the quality of relationships, equity of student voice, and arena for practicing social/emotional skills
  - **Continued to Build MTSS Behavioral Pathway**
    - Utilized behavioral screener to pinpoint skill deficit needs for Tier II students
    - Had predictable pathway, built from SWIS and other data, that provided clear structures needed for Tier I, II, and III students
    - Sessions with school counselor
    - Comprehensive school counseling program developed with individual, small group, and classroom assistance.
- Evaluation data supporting program effectiveness and summary of the findings.
  - Data Supporting Program Effectiveness:
    - **Star Reading Review** Assessment Average Percentile Rank:
      - Winter STAR- K/1 N/A, 2- 3, 4- 5
      - Spring STAR- Grades 1-5
    - Review Percent of students meeting standard according to **Acadience Reading** Assessments:
      - Fall Acadience- K/35%, 1/29%, 2/61%, 3/51%
        - 4th: ORF-20%
        - 5th: ORF
      - Winter Acadience- K/38%, 1/38%, 2/61%, 3/62%

2021-20221 Annual Title I Schoolwide Program Review  
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- 4th: ORF-50%
  - 5th: ORF
- Spring Acadience - K/51%, 1/35%, 2/42%, 3/56%
  - 4th: ORF-51%
  - 5th
- Summary:
  - Growth from Winter to Spring: **Acadience**
    - K- 29%
    - 1- 0%
    - 2- -4%
    - 3- 17%
    - 4-0%
    - 5- 14%
- Probable changes to the program based on the evaluation. **(Due to COVID 19/Remote Learning, strategies will be performed through remote systems until in-person is available)**

	Keep	Start	Stop
Reading	<ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● SIPPS strategies</li> <li>● Imagine Learning</li> <li>● Spelling City</li> <li>● Parent Conferences</li> <li>● PLC Grade Level/Job Alike PLC System</li> <li>● School Leadership Team (including the creation of essential standards and analysis of student performance)</li> <li>● Title I Interventions- Progress Monitoring/training</li> <li>● Focus Folders for teachers and Title I staff</li> <li>● PLC meetings with Title I Paras</li> <li>● Family Engagement- website/teacher communication through Bloomz etc.</li> <li>● Ready for K promotion</li> <li>● Family monthly newsletters with ideas for ELA support provided by the district</li> <li>● Tina P Consultation</li> </ul>	<ul style="list-style-type: none"> <li>● More frequent small group instruction based on district protocols</li> <li>● Family Engagement- "Town Hall" format for specific topics</li> </ul>	<ul style="list-style-type: none"> <li>● Due to COVID 19- In person intervention small groups</li> <li>● Title I Room In person groupings- Paras will provide intervention on Google Meet in specific, distanced spaces around the building instead.</li> </ul>

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<p><b>Math</b></p>	<ul style="list-style-type: none"> <li>• Trimester Assessments for grade levels</li> <li>• STAR Benchmark Assessments/progress monitoring</li> <li>• Focus Folders for teachers and Title I staff</li> <li>• Red Bird/Imagine Learning for specific groups</li> <li>• Systematic PLC to use grade level data to inform instructions and decisions</li> <li>• Essential standards at grade levels</li> <li>• School Leadership Team to review essential standards and assessments</li> <li>• Small group instruction-remotely</li> <li>• Communication on website/Bloomz etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Title I small group intervention (4th grade) remote groups</li> <li>• Possible Family Engagement Night provided in a remote model</li> <li>• "Town Hall" format for specific topics including goal setting, work completion, fact fluency</li> <li>• More frequent small group instruction based on district protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Acadience Math (at least in the Fall)</li> <li>• In person Family Engagement Night postponed until restrictions are lifted.</li> </ul>
<p><b>General Program Operations</b> <i>* Please refer to the OSPI memo below</i></p>	<ul style="list-style-type: none"> <li>• Remote support using</li> <li>• Second Step Curriculum provided by School Counselors</li> <li>• Equity Training</li> <li>• Trauma Informed Training for specific team</li> <li>• Weekly Announcements for family (remote)</li> <li>• School Leadership Team meetings</li> <li>• PBIS Team Meetings</li> <li>• Student Success Team Meetings based on need</li> <li>• Technology Training based on need</li> <li>• Food support (Backpack for Kids) for families each week- based on need</li> <li>• Library check-out (online)</li> </ul>	<ul style="list-style-type: none"> <li>• Tier I PBIS supports using tickets and store system incentives</li> <li>• Specific family support based on Universal Screener data</li> <li>• Love and Logic Parenting classes (remotely)</li> <li>• "Town Hall" format Zoom meetings for families- topic related.</li> <li>• In person learning for specific students (small group or one:one with Special Education staff as well as School Counselor)</li> </ul>	<ul style="list-style-type: none"> <li>• In person/school PBIS Teach To's due to COVID 19 restrictions</li> <li>• SWIS data usage until in-person learning is established</li> <li>• Sensory Room (resources are provided online for families to utilize Mindfulness strategies and resources)</li> </ul>

## OMB Flexibilities Related to Payroll Charges Expired

OMB issued memorandums when COVID-19 started to allow for certain flexibilities related to federal grants. However, the flexibilities in these memos were only good for 90 days. For example, OMB Memorandum M-20-17 issued on March 19, 2020, included the flexibility for continuing to pay employees with federal funds that were not working on their normal duties. On June 18, OMB extended this flexibility through September 30, 2020, through Memorandum M-20-26.

Since this flexibility has expired, we recommend the following:

- Staff funded under the schoolwide program could work on different activities, as long as the activities were included in the schoolwide plan.
- Staff working in targeted assistance buildings could be charged to the ESSER grant (Form Package 975 in iGrants), specifically under the following allowable activity in Section 18003 (d) of the CARES Act: "Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency (for example, childcare and nutrition services)."

If you have any fiscal questions, contact Amy Harris. All other questions, contact Title I A/LAP office. The agency TTY number is 360-664-3631.

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For more information regarding the [Title I, Part A](#) and [Learning Assistance Program \(LAP\)](#), please visit us on the web. For easy access to the webpages, please bookmark them.