

2021-2022 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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PineCrest Elementary 2021-2022

B. Schoolwide Program Evaluation

- Date: 10/14/2021
- Who was involved (Shared Decision Team is ok too) :
 - Principal: Bethany LaHaie
 - CKSD Student Support Specialist: Lisa Pitcher
 - Reading Specialist: Amy Horan
 - Special Education Teacher: Abigail Schuette
 - Leadership Team Members/General Education Teacher: Amanda McNeil
 - Counselor: Faith Brown
- When:
 - Assessment including WA KIDS, WIDA Screener, STAR Early Learning Literacy, Acadience Benchmark Testing and STAR Reading took place between September 1-September 24.
 - Intervention groups began October 4
 - Follow-up and continuation of intervention strategies facilitated by consultant Tina Pelletier: October 19-20; April 21, 2022
- What process was used:
 - Benchmarks, progress monitoring, focus folders, digital data wall, MTSS team process, MTSS intervention flowchart for identifying support for students academically and social-emotionally
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- Strategies and best practices that impacted student achievement
 - Reading:
 - September 2021: All K-5 students were Acadience benchmarked.
 - 2nd-5th STAR assessment was administered by teachers 9/7-9/24
 - These assessments informed next steps for interventions needed.
 - Data driven intervention groups started on October 4, 2021
 - Tina Pelletier strategies, Heggerty (K-2), and implementation of SIPPS
 - PDSA's written for each group; progress monitoring done every 10 days of instruction
 - Special Education team is implementing SIPPS
 - Math:
 - 1st-5th STAR assessment was administered by teachers 9/7-9/24
 - These assessments informed next steps for interventions needed
 - Data driven intervention groups started in October
 - Intervention team works with teachers in co-planning and implementation of support

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- Alignment work with district Math Specialist Cindy Patnode to ensure use of best practices for support
 - PBIS/SEL/ Wellness:
 - Consistent use of Second Step lessons in the classroom 1x/week (this could also include weekly family communication and use of extended activities if you think it's needed?)
 - Use of MTSS pathway to request targeted social/emotional/behavioral support for individual students, groups of students, or classroom SEL needs
 - Use of counselor booking link to make appointments for students as needed
 - Use of Panorama screener tools to identify and address social/emotional/behavioral student needs (teacher perception survey + student survey)
 - Counselor contributes to google classroom (PineCrest Counselor's Corner) and continues to provide remote counseling to individual students who receive regular support
 - Family outreach needs addressed through counselor and student support specialist
- Evaluation data supporting program effectiveness and summary of the findings.
 - Data Supporting Program Effectiveness:

Percent of students meeting standard according to

Acadience Reading Assessments: Kindergarten- 53%, First- 53%, Second- 59%, Third- 65%, Fourth- 64%, Fifth- 43%

Star Reading Assessment Average Percentile Rank: Early Literacy First-48%, Second 36%, Third - 43%, Fourth- 59%, Fifth-41%
 - **Star Math** Assessment Average Percentile Rank: First- 36 %, Second-33 % Third-30% Fourth -37%, Fifth - 9%

Probable changes to the program based on the evaluation.

	Keep	Start	Stop
Reading	<ul style="list-style-type: none"> ● Assessing early and often ● Using district consultant Tina Pelletier ● Heggerty with all K-2 students ● All classroom teachers are writing PDSA's for their B reading groups ● Implement SIPPS 	Consistently implementing SIPPS	Relying on whole group instruction
Math	<ul style="list-style-type: none"> ● Connects Math Curriculum ● Using Redbird ● Small groups whenever possible ● Use data to inform instruction 	<ul style="list-style-type: none"> ● Utilizing intervention that is connected to core curriculum through intervention team co-planning with classroom teacher ● Begin specific intervention groups when possible 	Stop pulling students during core instruction and providing disconnected intervention.
General Program Operations <i>* Please refer to the OSPI memo below</i>	Continue to connect with families in multiple ways; with multiple means. "Look outside of the box" to make the connections happen	Seeing students "where they are" as much as possible and not as "behind".	Utilizing whole group programs that are not meeting student needs.

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Please review [Para by Funding Models](#) and insert in the General Program Operations how the school will utilize resources to remove barriers and maximize student achievement.

A school operating a [Title I, Part A schoolwide program](#) has the flexibility to consolidate funds from Title I, Part A with other federal funds as well as with state, local, and other federal programs that they will combine under the plan. If school is identified for comprehensive or targeted support, the intent must align to the school improvement efforts.

Consolidating funds in a schoolwide program means that a school treats the funds it is consolidating as if they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identities and the school has one flexible pool of funds. The school may use this pool of funds to support any activity of the schoolwide program. By consolidating funds in a schoolwide program, a school may more effectively design and implement a comprehensive plan to upgrade the entire educational program in the school.