

**John Adams Elementary  
Schoolwide Plan  
2018-2019**

**TITLE I-A SCHOOLWIDE PROGRAM PLAN REQUIREMENTS**

**1. Parent and Stakeholder Involvement**

- Describe the process for involving stakeholders and how their input was used to develop the schoolwide plan.

John Adams Elementary School employs specific strategies based upon research to increase the involvement of parents, families and community in school processes and decision-making. We believe the partnership between home and school is critical and therefore we make every attempt to offer a variety of involvement opportunities to reach as many parents as possible. We at Adams believe in strengthening our community and offering activities and projects that unite us. Below are the strategies we currently have in place.

**Strategy #1:** Prior to the beginning of the school year, we conduct a Meet and Greet so students may meet their teacher and drop off school supplies. We will hold two sessions of the Meet and Greet, one in the morning and one in the afternoon to create more opportunities for students and parents to attend and meet their teacher. We will also hold a Kindergarten Parent Orientation in May for future Kindergarteners.

- Resources:
  - None

**Strategy #2:** Open House for parents, families and community occurs in September approximately two weeks after school opens. The purpose of Open House is to inform parents, extended family members and members/businesses from the community. We utilize this time to review the parent compact, school and district parent involvement policies, and strategies from the Schoolwide Plan. We also give the parents an opportunity to meet their student(s) teacher(s) and become familiar with what to expect for the upcoming year. We also invite different groups such as the Pikes Peak Library, Boy Scouts of America, Girl Scouts of America, Bright by Three, the Catamount Institute, Kids on Bikes, and the PTSCO to provide information to get the students involved in different groups. Following we hold a light dinner with refreshments. We will hold two opportunities for parents to attend Open House to once again provide flexibility to meet the needs of our families.

- Resources:
  - \$600 for light dinner and refreshments.

**Strategy #3:** At John Adams we strive to find opportunities to connect each other and unite our community. We believe the number one community building project we offer is our T-Shirt Program. Within the first two weeks of school all students will receive a t-shirt that represents PRIDE and Community. PRIDE meaning pride in one's family, community, school, teachers, and classmates, and most importantly self. Community, meaning they are a part of something greater than themselves, we're all in this together, and we should support those around us. Our vision is to see children, parents, and community members with John Adams Elementary clothing and gear throughout our neighborhoods as we all come closer together making our community and society a better place. The idea of community is revisited throughout the year with Friday Spirit Days, and regular reminders at our Great Gathering, a 10-minute daily assembly for all 450 students at John Adams. The t-shirts are regularly referenced to ground us and bring us all back to a common understanding of community. Additionally, as new students enroll at John Adams, the first thing the student gets is a t-shirt and a message that they are now one of us and they belong. As students' faces light up and new parents breathe a side of relief we see the power of the t-shirt program. Each year we attempt to deepen the meaning behind the t-shirt and this year we have decided to have all students tie-dye their t-shirt, serving as a classroom community building project. And to further strengthen the community piece we will invite parents to participate and attend and those that do will also receive a t-shirt they can tie-dye and wear with PRIDE. The t-shirt program is wildly supported by both PTSCO and our School Accountability Committee. Furthermore, student participation during Spirit Days continue to increase where some classrooms are seeing over 90% of kids consistently participating in the program. The number one reason we here from students as to why they do not participate is they

have grown out of their shirt size. Therefore, we want to invest in our t-shirt program and ensure we don't lose momentum as the year goes on. So, we will purchase plenty of t-shirts in all sizes in the event a student grows out of their shirt or needs a second for any reason. We purchase shirts from Youth Small all the way to Adult Large as we have students of all shapes and sizes.

Resources: \$3800 for student and parent t-shirts and tie-dye supplies.

**Strategy #4:** John Adams Elementary hosts a Family Literacy event that coincides with our Parent/Teacher Conferences. During this event we hold our "Read-A-Thon" kick off and sign up, literacy make and take activities, book giveaway, Class Dojo sign up, and Book Fair. Students who attend all activities get their passport stamped and can redeem a completed passport for a \$5 gift certificate at our book fair.

- Resources:
  - \$600 for resources, supplies, and food.
  - \$2000 for a 400, \$5 gift cards to book fair.

**Strategy #5:** We hold two additional family nights consisting of either Math, Science, or Technology. These activities are geared toward supporting parents with homework, informing parents of great things happening at Adams, and providing students and parents with exciting learning opportunities.

Resources: \$600 for resources, supplies, and food for each event. \$1200 total.

**Strategy #6:** Homework Help. 2<sup>nd</sup> through 5<sup>th</sup> grade offers a homework or tutoring club either before or after school to support students.

- Resources: None

**Strategy #7:** School-to-home communication. Daily two-way communication between teachers and parents is vital. To facilitate this, John Adams Elementary has gone School-wide to Class Dojo to communicate with the families to ensure they have access to the daily activities in the school. Class Dojo has been very well received based on feedback during our SAC and PTSCO meetings. The benefits of Class Dojo vs. planners is that it goes directly to parents phones and provides immediate updates. We provide all parents not signed up with Class Dojo, planners to serve as a vehicle for notes to and from teachers/parents Class Dojo to communicate with the families to ensure they have access to the daily activities in the school. The school will also utilize Facebook, Twitter, possibly Next Door, and our district system for keeping parents informed of school happenings.

- Resources:
  - \$500 for student homework folders

**Strategy #8:** Muffins for Moms, Donuts for Dads, Pastries for Parents, and monthly coffee. This provides opportunities for the community to ask questions and for us to inform parents about future happenings in the school, school and district initiatives, continued ways to support their children.

- Resources:
  - \$450 for breakfast, coffee, and juice.

All above strategies are employed to increase community, trust and partnership with parents, families and community members. With these activities ongoing throughout the school year, parents and community feel like a part of the school and are more willing to become involved. The PTSCO meets once per month from 2:45 – 3:45 to discuss fundraising, community events, classroom grants, school data, and surveys. Child-care is provided, as needed. The SAC then meets every month to look at data, family involvement opportunities, schoolwide plan, and what is happening regularly in our classrooms.

- Resources:

○ None		
Meets Expectations	Developing	Does Not Meet Expectations
Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.	Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.	Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.	Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan.	Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan.
The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.	The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.	The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.	The Title I schoolwide plan is available in multiple languages and formats.	The Title I schoolwide plan is posted in English on the school's website.

2. Regular Monitoring and Plan Revision
<ul style="list-style-type: none"> <li>Describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.</li> </ul>
<p>The academic strategies in the Schoolwide Plan are monitored regularly by the administrative team and monthly by the Building Leadership Team and SAC. Adjustments are made as necessary based upon data. These periodic adjustments are made at the classroom level and the SAC members are informed and a discussion regarding those steps will take place. Additionally, we hold quarterly Step Back's with the District Level ACT Team to monitor progress towards goals.</p> <p>When state assessment results become available, the staff and administration update the longitudinal data tables (internal) for presentation at the first SAC meeting in the fall. These data tables show student achievement, growth and growth gaps over the now PARCC time frame to show trends. We focus on areas where we received a rating of less than "Meets" on the School Performance Framework, and this begins the process of updating the Comprehensive Needs Assessment for the Title I Schoolwide Plan, which leads to examining the strategies in place and adjusting them based upon the School Performance Framework (SPF)</p>

data. We also look at ratings of “meets” and “exceeds” on the school Performance Framework so we may build off of our successes.

Other data sources that are reviewed are the Title I Annual Parent Survey, TELL survey results (if they are available for the year in question), community survey results, mobility/stability data, teacher turnover data, student survey results, and behavior data. All data is reviewed through the data→trends→notable trends→priority performance challenges framework. Root cause analysis for all priority performance challenges is conducted through Five Whys. All information feeds into the Schoolwide Plan, which eventually informs the Unified Improvement Plan and is incorporated, as appropriate, into the Parent-Teacher-Student compact.

- The plan remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]

Meets Expectations	Developing	Does Not Meet Expectations
School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.	School leadership uses state assessment results to annually evaluate the Title I schoolwide plan.	School leadership does not have a regular process to monitor and adjust the Title I schoolwide plan.
The monitoring and revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.	The monitoring and revision of the Title I schoolwide plan is based upon limited types of data and adjustments are not aligned to outcomes.	Some monitoring of the Title I schoolwide plan takes place, but there is not a process to regularly adjust the plan to increase student learning.
School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.	School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.	School leadership reviews student achievement and growth data.

### 3. Comprehensive Needs Assessment

- Provide the outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.

The current school accountability status is Priority Improvement, based on PARCC Scores. We also looked closely at the number of SRD student, DIBELS scores, and ATI Galileo. The SAC and faculty reviewed the data and noted the following trends:

The school Performance Framework (SPF) for 2017 listed the school plan as "Priority Improvement", just missing the "Improvement" Rating by less than 2 points. Academic Achievement is listed as "Does Not Meet" scoring 26.5% (10.6

out of 40 points). In the area of Academic Achievement, we scored "Does Not Meet" in all categories except for ELA where English Learners students scored "Approaching".

Although overall Academic Achievement is low, significant improvements were made since the 2015-2016 school year.

- A reduction in students scoring Does Not Meets in 4<sup>th</sup> and 5<sup>th</sup> Grade.
- % Meets and Exceeds have also steadily improved in most areas.
- 3<sup>rd</sup> Grade had a down year, however, with our current Instructional Priorities, improvement is expected.

		2015	2016	2015 to 2016	IMPROVEMENT +/-	2017	2016 to 2017	IMPROVEMENT +/-
3rd Grade ELA	% DNM	40	33	7		39	-6	
	% M&E	15.1	15.7	0.6		8	-7.7	
3rd Grade Math	% DNM	34	25	9		44	-19	
	% M&E	13.2	19.6	6.4		10	-9.6	
4th Grade ELA	% DNM	32	20	12	20	18	2	15
	% M&E	11.3	14.5	3.2	-0.6	18	3.5	2.3
4th Grade Math	% DNM	38	27	11	7	14	13	11
	% M&E	6	7.3	1.3	-5.9	20	12.7	0.4
5th Grade ELA	% DNM	33	36	-3	-4	13	23	7
	% M&E	17.4	10	-7.4	-1.3	13	3	-1.5
5th Grade Math	% DNM	36	31	5	7	24	7	3
	% M&E	6	16.3	10.3	10.3	18	1.7	10.7

Academic Growth is listed as "Approaching" scoring 50.0% (30 out of 60). In the area of Academic Growth we scored "Meets" in all Math areas and "Does Not Meets" in all areas of English Language Arts.

In the Spring of 2016 we finished the year with a total of 77 SRD students in K-3 and in the Spring of 2017 we finished the year with 74 SRD students in K-3. As of the Fall of 2018 we have 73 current SRD students in K-3.

ATI Galileo show the following results:

2016-2017

	FALL				WINTER				SPRING			
	ELA	% 4 or 5	MATH	% 4 or 5	ELA	% 4 or 5	MATH	% 4 or 5	ELA	% 4 or 5	MATH	% 4 or 5
1st Grade	55.2	25.7%	21.2	24.5%	55.3	22.4%	31.5	20.3%	62.9	13.0%	47.0	36.8%
2nd Grade	26.1	14.3%	28.8	19.6%	30.7	21.2%	35.1	19.8%	39.1	19.0%	50.6	32.5%
3rd Grade	31.6	8.8%	23.7	35.1%	34.0	23.0%	22.0	13.9%	43.1	27.5%	27.9	13.3%
4th Grade	32.5	12.5%	25.1	9.4%	34.7	13.8%	37.9	33.0%	54.8	48.0%	56.6	53.6%
5th Grade	42.3	11.8%	29.9	7.5%	29.4	4.5%	34.0	16.4%	47.0	9.4%	37.9	14.7%

2017-2018

	FALL				WINTER			
	ELA	% 4 or 5	MATH	% 4 or 5	ELA	% 4 or 5	MATH	% 4 or 5
<b>Kindergarten</b>	36.0%	14.9%	34.2%	9.8%	51.4%	28.0%	53.8%	21.4%
<b>1st Grade</b>	53.8%	18.6%	23.6%	24.5%	56.8%	11.7%	36.4%	17.7%
<b>2nd Grade</b>	28.7%	24.9%	30.0%	22.1%	37.3%	26.5%	48.0%	53.6%
<b>3rd Grade</b>	32.0%	14.7%	17.5%	17.6%	39.4%	13.2%	26.5%	34.0%
<b>4th Grade</b>	26.2%	16.9%	25.4%	10.2%	38.3%	31.7%	28.7%	19.3%
<b>5th Grade</b>	32.2%	21.4%	27.2%	19.8%	42.1%	23.4%	33.1%	22.8%

According to Galileo/ATI the overall percent of students passing has increased from 2017-2018. Only grades 1<sup>st</sup> and 3<sup>rd</sup> saw a drop in ELA. And only 2<sup>nd</sup> and 4<sup>th</sup> saw a dip in Math.

**Attendance** at John Adams averages 92.8%, just slightly below the district average of 93.1%. Strong efforts of improving attendance has been addressed with parents throughout the 2017-18 School Year.

John Adams made a concerted effort to both evaluate overall Tier 1 instruction and increase Tier 2 and Tier 3 practices with the inclusion of targeted interventions headed by highly qualified staff. Interventions do not replace core instruction and cannot offer the same type of comprehensive programming needed to boost students' reading abilities. While this is a desirable way to provide individualized and focused instruction to students in need, it poses a challenge in reaching standardized expectations. The consistent and significant decrease in students who "Does Not Meet" on PARCC from 2015-2016 supports the intentional work. Therefore, the root cause of our lack of academic growth for our Tier 2 and Tier 3 students was determined to be a lack of targeted instruction on grade level standards. A focus on well-planned lessons that provide grade level, standards-based Tier I instruction using Wonders, and collaboration among classroom teachers and certified interventionists that provides Tier 2 and 3 instruction that follows D11's teaching and learning cycle (I do, we do, you do), is standards-based and is aligned to core instruction should impact our reading performance.

Our second priority lies in the area of ELA. PARCC data on number of Meets and Exceeds has remained very low. In addition to achievement being low, growth in ELA has also been less than desirable. Therefore time, structure, and resources have been allocated to specifically to ELA. 120-minute reading block have been inserted at every grade level. Untouchable times have been created so students are not pulled out during first instruction and opportunities for double and triple dipping students has been created. Finally, each grade level has been assigned an interventionist giving the grade level freedom to easily meet the needs of students and allowing the interventionist to work more closely with the grade level.

Our third priority is our climate and culture through PBIS and the implementation of Capturing Kids Hearts. Our goal is to ensure that John Adams Elementary is safe, welcoming to all, and a great place for teachers to teach and students to learn. Our first step was to clearly define expectations at John Adams and effectively communicate, teach, and model these expectations. We then bought every student and staff member school shirts that promoted PRIDE and Community and send a message that we are all in this together. The first thing new students get when they enroll is a t-shirt saying that they now belong at John Adams Elementary and they are one of us. We also implemented strategies to recognize students at our quarterly awards assembly, staff at staff meetings, and brought back music programs and regular parent nights to build that strong school/home partnership.

We sent all of our staff to Capturing Kids Hearts Training in the Summer and Fall. We also identified a Process Champions Team, who received additional training and identified building relational capacity as their top priority. We

set goals of Engaging, doing Good Things, and giving affirmations for year one. We conducted Teacher Rounds to share these strategies, we model during Great Gathering, and do CKH Shout Outs during our Sunday Night Notes.

- An eligible school operating a schoolwide program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging Sate academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]

<b>Meets Expectations</b>	<b>Developing</b>	<b>Does Not Meet Expectations</b>
Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.	Includes performance and/or non-performance data gathered from a limited number of sources.	Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).	Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA.	Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2).
Examines student, teacher, school and community strengths and needs.	Examines student strengths and needs.	Examines student deficits.
School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement.	School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.	School administrators have not clearly and transparently identified and communicated the school's priorities.
Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.	Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general.	Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students.

#### 4. Schoolwide Plan Strategies - Required

- Describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest-achieving students. Include a description of how and when the strategies will be implemented. Be sure these strategies are linked to areas identified in the comprehensive needs assessment.

##### **Strategy #1: Core Instruction and Interventions in Reading and Math**

Core instruction is our primary focus and is supported by a schedule that allows us to maximize the day, core programs, and iPads that serve as a tool to support all we do. Interventions are provided to students based upon the results of PARCC, GALILEO, DIBELS and common formative assessments. Students are assessed frequently so that a student who is not making the necessary growth will be placed in an intervention. This includes ELL and Special Education students who are provided with additional services as part of their intervention, if needed. Interventions are provided in both reading and math for any student not meeting their individual growth trajectory. iPads have played a major role in the quality of our Tier 1 instruction and our interventions. The available technology has allowed students to go deeper with their learning, allowed more personalized learning which challenges students at their individual level, and allowed students to easily practice on a particular skill. Each grade level has a full-time interventionist to support students not meeting their personal trajectory. That highly qualified interventionists use intervention programs, progress monitoring and assessment data, and electronic programs to focus in on skill deficits and put students back on trajectory. iPads are a universal tool that support

interventions. Students bring their iPad to group and their independent station to further assist their development. Below is an overview of our intervention process.

- Grade level teams of teachers and certified interventionists collaborate to align interventions with standards-based core instruction so that interventions become an extension of core instruction as opposed to adjunct instruction.
- Grade level teams of classroom teachers and certified interventionists provide targeted skill development and enrichment as determined by assessment data.
- Continuous monitoring of flexible groups is provided to ensure students' needs are being addressed and gains are being made.
- Data meetings occur every 6 weeks where classroom teachers, certified interventionists, TLC, and administration analyze the current data to develop groups, determine appropriate interventions, and identify specific students of concern for MTSS referral.
- Problem solving team meetings are used to discuss and monitor all students receiving Tier 2 and Tier 3 interventions in order to determine the need for additional assessment or services.

Resources: \$97,282 in teacher temporary workers to provide interventions  
\$11,865 in ESP temporary workers to provide tutoring.

\$14,138 for a .2 social worker to make her full time.

### **Strategy #2: Classroom reduction teachers**

One highly qualified teacher is hired to ensure classroom sizes are at an appropriate student to teacher ratio

Resources: \$43,819 in teacher salary and benefits.

### **Strategy #3: STEAM Teacher.**

In order to support the growth of our STEAM program and provide students with engaging Science, Technology, Engineering, Arts, and Math opportunities we are going to hire a full time STEAM Teacher to facilitate our SmartLab.

Resources: \$50,000 in teacher salary and benefits.

### **Strategy #4: Reduction in students identified as Significant Reading Deficiency**

Reduce the number of students identified as having a Significant Reading Deficiency by 20% from fall 2017 identification to spring 2018. iPads contribute greatly to time spent learning, engagement, and personalized learning during first instruction. iPads also allows students to specifically add apps that support identified needs and work on electronic programs such as Read Naturally Live, Smarty Ants, and myOn. Both first instruction and interventions support reducing the number of identified students.

- Implement research-based strategies from menu of approved strategies
- Creation of READ Plan and involvement of parents
- DIBELS progress monitoring, done with iPads
- End of Year assessments.
- Implementation of Wonders, WonderWorks, and Connect Ed., used on iPads
- Documentation of progress monitoring
- Implementation of research-based strategies in small groups and Tier 1 classroom instruction.
- DIBELS Next Benchmarking 3 times per year. DIBELS Deep Diagnostic once per year or as needed. DIBELS Next progress monitoring every 7-12 days
- Solid tier 1, 2, and 3 instruction on iPads along with supporting electronic intervention and supplemental programs.

Resources: SRD Funds

### **Strategy #5: Students Having Access to Technology**

Purchase iPads for a one-to-one program for students in K-2. All students will have an iPad that they will be able to use in the classroom for research, assessment, intervention, and class projects, and individualized instruction. Currently iPads are being used all day and a major part of what we do as the iPads have “leveled the playing field” for our students as our students are producing growth and achievement numbers that more align with state averages. All current data lead to John Adams scoring “Performance” on the state SPF for the first time in our history and iPads have played a major factor our performance. Furthermore students are gaining true 21<sup>st</sup> century skills such as critical thinking, problem solving, technology skills, and collaborative skills. Additional benefits of the iPads have been an increase in student engagement, a decrease in referrals, and again growth and achievement scores. The iPads also support our core programs and supplemental programs such as Wonders, MyOn, IXL, and ST Math. Implementation of a full 1:1 would allow for students to create online portfolios that stretch K-5. Additionally, when testing windows occur, current laptops in K-2 are “pulled” to support with testing. Additional iPads allow well-needed and deserved instruction to continue K-5 even during testing windows, supporting even greater growth and achievement.

- Galileo formative assessments created and administered
- Access to online Wonders materials
- Access to programs such as MyOn, IXL, ST Math, Smarty Ants, and other intervention programs
- Student use of Google Docs
- Gives our population of students consistent access to technology to better prepare them for real-world application

Resources: \$6000 in iPad’s to account for our increase in enrollment.  
\$15,945 subscriptions to MyOn & IXL  
\$400 iPad cases

#### **Strategy #6: Climate and Culture**

Adopting Capturing Kids Hearts and follow up trainings and subs for trainings. We’re also a PBIS school and support our students by teaching expectations and rewarding students for their positive behavior. We hold quarterly academic assemblies to recognize students for the achievements while providing grade level music programs for students to showcase skills.

Resources: \$5,000 for follow-up CKH trainings

#### **Strategy #7: Parent Involvement**

Opportunities are provided throughout the year to connect our school and community and increase the communications between home and school. We hold annual parent involvement nights. Those events include a Kindergarten Parent Orientation for in the spring for next year’s kindergarteners, back to school nights, open houses, literacy night, tech night, breakfast & coffee, music programs, choir programs, conferences, volunteering, SAC, and PTSCO. We also use multiple means for communicating with parents such as Class Dojo, email, call outs, text, Facebook, Twitter, planners, and notes home.

Resources: \$3626 to pay ESP and Teachers to attend events.  
\$3200 for supplies and non-catered food for events  
\$500 for planners and flyers for parent events  
\$2000 gift certificates for books @ book fair.

#### **Total Title I Budget:**

Strategy #1:

Strategy #2:

Strategy #3:

Strategy #4:

Strategy #5:

Strategy #6:

<p>The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –</p> <ul style="list-style-type: none"> <li>• provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;</li> <li>• use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</li> <li>• address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [1114(b)(7)(A)(iii)]</li> </ul>		
<b>Meets Expectations</b>	<b>Developing</b>	<b>Does Not Meet Expectations</b>
Strategies provide a detailed, enriched, and accelerated curriculum for every student, including those representing all subgroups, according to their needs.	Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.	Strategies provide a basic curriculum intended for all students.
Improvement activities are purposefully designed to address the findings of the comprehensive needs assessment in a way that will result in significant improvements in student learning.	Improvement activities address some findings of the comprehensive needs assessment, but may not result in significant improvements in student learning.	Improvement activities may be purposefully designed, but are not aligned to the comprehensive needs assessment.
The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.	The school has a process in place to identify students experiencing difficulty mastering the State's standards.	No process is in place to identify students who are experiencing difficult mastering the State's standards.
Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards.	Effective, additional assistance is provided for students experiencing difficulty meeting State standards.	Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
The school implements a comprehensive and coherent approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency.	The school has identified an approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency, and most LEP students are able to access the curriculum in a meaningful way.	The school has not identified an approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency, and LEP students are unable to access the curriculum in a meaningful way.
The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.	The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.	Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
The school provides multiple opportunities and interventions for students in need using a system that includes at least three tiers including best first instruction, Tier II (targeted/supplemental), and Tier III (intensive).	The school provides intensive supports for students in need.	The school does not have well-developed and implemented system of multiple tiers of support.
Support structures and programs (e.g., Title I, ESL, Special Education) are integrated into the school's tiered intervention process to provide collaborative support for student learning.	The school offers various support programs but they are not always integrated into a cohesive tiered intervention process to provide collaborative support for student learning.	There is little collaboration between the general education program and support programs such as Title I, ESL, and Special Education.
The school offers a range of extended learning opportunities within and beyond the school day and the school year.	The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year.	The school offers limited extended learning opportunities.