

# Title I Schoolwide Plan Barnet Elementary School 2021-2022

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**School:** Barnet Elementary School

**LEA:** Caledonia Central Supervisory Union

**Date created/Date last revised:** February 17, 2022

**School SWP Contact:** Dr. Luisa Millington

## 1. Parent and Stakeholder Involvement

**ESEA Requirement:** The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school (ESEA § 1114(b)(2)).

**Instructions:** Please describe the process used for involving parents and all required members of the school community noted above, in the development of this Schoolwide Program Plan. Include details such as when and what kind of stakeholder involvement did or will take place, who was or will be involved and how the involvement has or will occur.

If you would like to be added to this school's SWP Planning Committee, please contact Dr. Luisa Millington, Principal

## 2. Comprehensive Needs Assessment

**ESEA Requirement:** 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 State academic standards and any other factors as determined by the local educational agency (ESEA § 1114(b)(6)).

**Instructions:** Summarize the results of the school’s comprehensive needs assessment, including a description of the data sources used. Please describe specific assessment measures/data results that have been or will be used to identify the school specific needs. Include information regarding the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes. Consider including the summarized analysis of all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

Barnet School team evaluated their program using the 2019 SBAC results. Across all grades, the economically disadvantaged population scored lower on all literacy standards. The grade level teams met with interventionists to decide the students who needed more support for literacy instruction. Benchmark data from the STAR assessment, along with POA data is used to guide instruction at each grade level.

### 3. Schoolwide Plan Strategies

**ESEA Requirement:** 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 –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA § 1111(c)(2)) to meet the challenging State academic standards;
- 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
- 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 (ESEA § 1114(b)(7)(A)(iii)).

- **Benchmark assessment data, POA, classwork and teacher recommendations determine the child's need for intervention for Literacy.**
- **A time to work with the students who need extra support to meet the standard is determined.**
- **The interventionist meets with small groups or individuals to work on specific skills needed to move them in their learning toward the standards.**
- **Intervention cycles are 6-8 weeks and then the student data is evaluated to determine next steps.**
- **Interventionists support teachers and students during the assessments.**
- **Interventionists work in grade level teams to evaluate data and student needs.**
- **Interventionists join the grade level teacher for parent conferences.**

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#### 4. Evaluation and Revision

**ESEA/CFR Requirement:** A school operating a Schoolwide Program must-

- determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program (34 CFR § 200.26(c), ESEA § 1114(b)(3)).

**Instructions:** Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program strategies using data from the State’s annual assessments and other indicators of academic achievement. Include details about how this information is used to revise the Schoolwide Plan annually to ensure program improvement.

Each year in the spring, investment evaluations are completed as a team and data is used to determine whether or not to continue with literacy instruction.

This Schoolwide Program Plan has been regularly monitored using the above described measures to ensure continuous improvement of students. Using the results of these evaluation processes, the Schoolwide Program Plan was most recently revised on **02/17/2022**

## 5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESEA § 1114(b)(4)).
  - If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive

support and improvement activities or targeted support and improvement activities under section 1111(d) ( ESEA § 1114(b)(5)).

· 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 (ESEA § 1114(b)(3)).

This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact Monica Morrissey, Co-Curriculum Director and Grant Manager @ [monica.morrissey@ccsuvt.net](mailto:monica.morrissey@ccsuvt.net)

This plan is developed in coordination with other Federal, State and local services, resources and programs.

This plan is in effect for the 2021-2022 School Year. This plan will be monitored each year and revised at that time to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.