

Title I Schoolwide Plan Waterford Elementary School

Purpose

The Title I Schoolwide Plan Template is designed to support schools in the development of Schoolwide Plans that meet all requirements under Section 1114 of the Elementary and Secondary Education Act. All schools that operate a Title I Schoolwide Program must develop and maintain a compliant Schoolwide Plan. **Schools may consider their individual Continuous Improvement Plans, or other school-specific local plans, their Schoolwide Plans if these plans meet all requirements.** See the Title I Schoolwide Plan Requirements document for descriptions of these criteria.

LEA: Caledonia Central Supervisory Union

School: Waterford Elementary School

Date created/Date last revised: February 1, 2022

Tiffany Santy- Title I Math Interventionist, Monica Morrissey- grant manager and co-curriculum director, Chris Miller- Principal, Presented at the Annual Title I meeting.

1. Parent and Stakeholder Involvement

Instructions: Describe the process used for involving parents and other members of the school community in the development of the Schoolwide Plan.

Waterford holds an annual Title I meeting each year. At this meeting, the SWP is developed and the investments for the year are evaluated. Letter is sent in August to explain what Title services are and what the School Wide plan is.

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. [1114(b)(2)]

2. Comprehensive Needs Assessment

Instructions: Summarize the results of the school's comprehensive needs assessment, including a description of the data sources used. Include information on the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes.

Overall, of all ED students tested in ELA SBAC, 52% fell below the standard, either nearly reaching or not reaching proficiency. For the specific breakdowns per class and across domains, 3rd grade had no ED students. 100% of 4th grade ED students met or exceeded the standard. 43% of 5th grade ED students did not meet the standard, with 100% nearly meeting or not meeting the "listening" standard, 86% nearly meeting or not meeting the "reading" standard, and 86% nearly meeting or not meeting the "writing" standard. 6th grade ED students were 67% proficient. The one domain that needed improvement was "listening" as 67% ED students were nearly meeting the standard. 7th grade showed 0% proficient for ED students. Again, "listening" seemed to be of great concern as 100% were nearly meeting or not meeting the standard. "Research and inquiry" showed the same results as listening. 8th grade showed 29% proficient. They scored in nearly meeting or not meeting the standard across all domains, with reading being the highest concern (71% not meeting the standard).

3rd grade no data, Waterford sample for economically disadvantaged students is small. Intervention is lacking in the middle school. This affects SBAC scores. Students struggle with the value of the testing and team is curious as to the anxiety of taking tests is affecting test results.

Social emotional instruction is needed based on the incoming students- (into middle school, specifically in 7th grade.) What does a literacy classroom look like in how to support a multi range of learners? both social emotional learning and academic needs.

Inconsistency for the MTSS system. Communication is difficult and the teachers feel a need for the team (entire school) to be on the same page when dealing with the social emotional learning. Coordinating services throughout the entire school would support academic achievement. Audit of current EST's that are in place. Team would like to create a team at Waterford to evaluate and develop an MTSS team. One of the goals would be to develop an EST system at the school. Team will begin the work at the BEST institute. Administrator (Chris, Monica) would need to attend the team time during that week.

On the Math SBAC, the only claim that had 50% of students meeting the standard was problem solving in grades 3 & 4. 3rd grade was the only group that did not share intervention time with another grade nor did they have any ED students.

Middle school scores were lower than the other 3 grades, and we would like to note that they had significantly less intervention time than the other grades.

The STAR data supports the need for a strong intervention model and staff PD focusing on RTI/MTSS.

Teachers trained in the workshop model for Math where intervention is a push in model. (Daily 3)

The concepts and procedures claims have the lowest scores overall so we would like to look into PD around intervention and helping students deepen their understanding of the high leverage concepts in their grade levels. The STAR class averages also backs up these recommendations based on the SBAC data results.

Concepts and procedures - lowest scores among all the grades for ED

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. [1114(b)(6)]

3. Schoolwide Plan Strategies

Instructions: Describe the specific strategies that the school will use to upgrade the entire educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three areas described below.

- **Benchmark assessment data and teacher recommendations determine the child's need for intervention for Mathematics.**
- **A time to work with the students who need extra support to meet the standard is determined so that the student does not miss tier 1 instruction.**
- **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 supports 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.**

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 Section 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. [1114(b)(7)(A)(iii)]

4. Evaluation and Revision

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

At each benchmark, data is evaluated to determine next steps. In the spring, the School wide program investments are reviewed at the annual Title I meeting. The team determines if the needs at Waterford have changed or if Waterford would like to continue with the math investment.

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 Section 1114(b)(3)}

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. [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). [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. [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 @ 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 at the Annual Title 1 Meeting and revised in the spring of 2022 to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.