

Title I Schoolwide Plan Danville Elementary School 2021-2022

School: Danville School

LEA: Caledonia Central Supervisory Union

Date created/Date last revised: February 17, 2022

School SWP Contact: Monica Morrissey @ monica.morrissey@ccsuvt.net

1. Parent and Stakeholder Involvement
<p>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)).</p>
<p>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.</p>
<p>If you would like to be added to this school’s SWP Planning Committee, please contact Monica Morrissey @ monica.morrissey@ccsuvt.net</p> <p>School wide plan was originally developed in the spring of 2021. The Annual Title I meeting was held and then the Interventionist and grant manager met to evaluate the investments. Principals were involved in the planning for 2021-2022. This plan has been reviewed in the spring of 2022 at the annual Title I meeting and collaboration between the Principal, interventionists and the grant manager and presented at the parent meeting.</p>

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).

At the classroom level, teachers evaluate the data from the STAR benchmark assessment and use this information to provide instruction to the students who are not meeting the standard.

Interventionists and teachers create a comprehensive data system that helps us know where all students are in relationship to proficiencies.

Interventionists and teachers begin to analyze data from multiple sources (student work, STAR, SBAC, F and P) in order to understand the needs of the students.

All teachers will regularly assess students and provide MTSS in order to ensure that all students demonstrate at least one year of growth (in elementary and middle) and meets or exceeds for high school cohort students.

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 and teacher recommendations determine the child's need for intervention for Mathematics and 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 sometimes join the grade level teacher for parent conferences.
- Implement a collaborative model for teaching and learning that includes regular reflection and analysis of student learning (team meetings and collaborative planning time)
- Interventionists will be responsible for organizing multiple data points and supporting teacher teams in the analysis and next steps for supporting students.
- Use data to identify resources and strategies across grade levels that support students in acquisition of skills - particularly focused on integration of those strategies into classroom practice of general educators
- Implement Student-Led Conferences that are developmentally appropriate.
 - Develop a process, tools and support structures for collecting evidence and reflecting on learning

- Help students develop the language and confidence to ask for support across cohorts (goal setting and reflection)

Danville's CIP states their main academic goal to be the following:

"All students will make either one year of progress in ELA + Math or will meet or exceed individualized learning goals. "

In order to meet this goal, the following strategies are helping all students achieve success toward meeting the standards.

Writing- These goals are to be school wide in grades K-8 and support all students who are not meeting the standard.

Goals for 2022-2023 School Year

- Gain more instructional strategies.
- Address the area of Conventions through having students proofread every time they write for one or two specific features.
- Focus on and strengthen writing across the curriculum.
- Develop a local assessment system to provide feedback to help students improve their writing and help teachers plan instruction.
- Strengthen the use of the Five Principles for Teaching Writing through action planning.
- Outside of the PD sessions - create a structure of monthly meetings where teachers analyze student work in writing using the checklists.

Math initiative- All staff trained in either FY22 or FY23 in implementing Illustrative Math, which is an evidence based, inclusive program for all students to ensure equitable access for all students in a push in program with support from interventionists both in the classroom and in tracking data. This is all staff K-8.

Reading-

A school wide approach is necessary due to staff turnover, teacher reassignment and new teachers to the field. Most of the K-5 team has five or less years of teaching and the pandemic came at a time when teachers were just honing their skills. Their training in an evidence based reading tier 1 instruction is going to support all students during this time of recovery. Additionally, the school wide approach will help these young teachers

strengthen their practice and reduce the number of students who need tier two instruction.

A highly significant number of our absences (over 40% of our total absences) were related to COVID. Therefore, it is important for us to make sure all students receive support.

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.

Students are progressing toward the standards with the intervention program implemented at Danville School. The plan is to be evaluated on a yearly basis and in the spring the investments to either stay the same or to be adjusted based on the needs of the students.

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 03/2/2022

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

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.

