

Title I Schoolwide Program Plan

LE Code: 0735

LE Name: Hamilton K-12 Schools

SC Code: 1533

School Name: Daly School

School Address: 208 Daly Avenue

Building Principal: Nate Lant, Principal

Email:

Phone:

Fax: 4063636494

Superintendent: Tom Korst, Superintendent

Superintendent Phone: 4063632280 2513

Superintendent Fax: 4063631843

Grade Levels: 2 - 5

Implementation Date: 08/24/2016

Plan Status: Revised

Completed: Yes

Date of Last Change: 10/04/2016

Who Made Last Change: nlant

Planning

A year of planning is required for staff to analyze, problem-solve strategies and collaborate on solutions.

Planning Team

List the names of the people involved in developing this plan. (Each group should have at least one participant who is not serving in more than one role.)

Melissa Davis, MTSS Literacy Specialist - Certified Staff

Char Harmon, MTSS Math Specialist - Certified Staff

Nate Lant, Principal - Administration

Kirsten Gyapay, School Psychologist & MTSS Coordinator - District Staff

2. Describe how the staff:

Investigated best practices and research.

Contacted and visited successful schools and programs.

1. Grade level/school wide teams research and analyze current best practices.
2. Send out teams for observations and or specific training of other schools and identified programs.
3. Bring in district identified PD programs/strategies for training and implementation plans.

Ongoing Plan to Monitor the Effectiveness of the Schoolwide Plan

Title I-A schools must annually evaluate the implementation of, and results achieved by, the Schoolwide Plan

1. Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.

The planning team will meet on a trimester basis to progress monitor the effectiveness of the program as well as conduct a yearly effectiveness review/evaluation.

2. Describe who will be involved in the evaluation/review, and how they were selected

The identified planning team, specific MTSS teams, as well as grade level reps will be involved and they were selected through specific training and strengths within the program areas.

3. Describe what process will be in place to ensure that revisions are completed, and that the district has been informed of any changes.

The MTSS teams meet weekly and or monthly to ensure that revisions and modifications are completed. The administrative team has the responsibility to keep the district informed of any changes.

4. Describe how the district will be informed of the school's progress and on any changes to the schoolwide plan.

The administrative team will inform the district of progress and changes during the regularly scheduled bi-weekly admim. team meetings.

Karen Goll, MTSS Coordinator and School Psychologist - District Staff

Schoolwide Planning Summary

Summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, and staff meetings where planning took place. Also discuss other activities conducted during the needs assessment, inquiry process and plan development. At least three planning team, staff, and parent meetings should take place.

MeetingDate: 03/10/2016

Agenda Topics: MTSS Reading - scores of individual students.

DIBELS testing dates for spring as well as testing procedures.

Planning Team: Yes All Staff: No Parents: No

MeetingDate: 04/19/2016

Agenda Topics: MTSS Math students

DIBELS testing procedures - decision made to have one group test all students rather than have teachers test their own students. Data will be more accurate in this fashion.

Discussion also regarding the role Title Math should play in supporting students; use a replacement curriculum and targeting concepts different than what is focus in classroom or support classroom concepts.

Planning Team: Yes All Staff: No Parents: No

MeetingDate: 05/06/2016

Agenda Topics: DIBELS testing format - classroom teachers no longer administering and scoring tests.

Assisting Washington Primary in building cohesive assessment procedures.

Title I Night for families of students served through Title program.

Planning Team: Yes All Staff: No Parents: No

Communication

1. Describe the processes and opportunities that were used to: 1) develop the Schoolwide Plan; 2) inform the entire staff, parents, community and district of the Schoolwide planning team actions; and 3) solicit and receive feedback from these groups.

1. The school wide planning team worked collaboratively with classroom teachers, Title I/MTSS teams, and administration to develop a plan that meets the needs of all students and reports student progress to teachers and parents/guardians.
2. Information about the plan was distributed through school wide PD, open houses, mailings home, and through our FFE program.
3. Feedback was received through the same way as it was disseminated.

2. What percent of the school staff supports the implementation of the completed Schoolwide Plan?

100% of the Daly staff supports the implementation of the completed plan.

3. Briefly describe how this level of support was determined. If not 100 percent, how will the school address the concerns of those who did not support the plan?

All staff worked together to design, implement, provide feedback, and revise the plan as needed.

Technical Assistance

1. Describe the technical assistance provided. Explain why it was considered high-quality technical assistance. (Technical assistance can include the following: professional development on preparing and/or implementing a schoolwide plan from the district and/or OPI, consultation with the district, the hiring of outside experts, conferences, etc.)

Our school wide tech. program offers assistance through universal progress monitoring screenings throughout the school year. Our MTSS literacy and math coaches provide weekly progress monitoring screenings for identified tier III students as well as school wide benchmarks throughout the school year.

2. Supply the dates of meetings, the type or topic of assistance, and who provided it.

Both the MTSS math and literacy team meets weekly to discuss student progress, intervention changes, to consider additional referrals, plan benchmarking dates, and set formative/sumative assessment dates. The planning team meets additionally once a trimester to analyze implementation success.

Comprehensive Needs Assessment

The Comprehensive Needs Assessment is a required component of the Schoolwide Plan.

1. Provide a brief descriptive narrative of the school and the community to provide a context for the plan. Also include the school's mission/vision statement.

School Mission statement: "Building a better world, one student at a time".

District Mission statement: "Promote a culture of educational excellence through an unwavering dedication to the individual development of each child every day, without exception".

Daly Elementary school currently has 455, second through fifth grade students, with 21 sections of self-contained classrooms. We have approximately 50% of our student population participating in the free and reduced lunch program.

2. Describe the process used to collect and analyze data and determine the highest priority needs across the Five Areas of Concentration: student achievement, curriculum and instruction, professional development, parental/community involvement, and school perspective and organization.

Student Achievement: Teacher input and data on formative and summative assessment, CBA's, DIBELS, DAZE, STAR Reading, Math common assessment, CORE, specific specialist feedback and input. Student achievement data is analyzed by; individual teacher, grade level teams, MTSS coaches/specialists, MTSS teams, etc.

Curriculum and Instruction: Content area specific curricular team meet to analyze current curricular support material based on a 5 year rotational basis. All curriculum and instruction is based on the MTSS under administrative guidance. Curriculum and instruction data is analyzed by the above listed teams during each cycle.

Professional Development: All district PD is determined through a needs assessment conducted by the administration with the primary focus taken from the curriculum and instruction area. An emphasis on instructional delivery strategies is considered when identifying relevant PD. Data is collected and analyzed by building level teams.

Parental/Community Involvement: Universal through our Families For Education group specific to each school, planned open houses, specific Title I parent work sessions, surveys, and individual teacher/team communication to parents on a needs basis. Data is collected and analyzed by all above listed entities.

School Perspective and Organization: Staff and administrative meetings, common planning time for grade level reps. to supply information and data, regular MTSS team meetings to collect data and supply specialist input. Data is collected and analyzed by all above listed entities.

3. Identify the strengths and weaknesses of the school program. (Summarize the key findings of the Comprehensive Needs Assessment.)

Strengths: Highly qualified, dedicated, and trained professional team, comprehensive student achievement data collection, evidenced based curricular programs, individual student growth mindset/philosophy, files/record keeping, communication - both internally and out to parents/community, and fidelity of programs.

Weaknesses: Funding, scheduling, unrealistic federal and state student growth expectations, feedback on achievement through SBAC will be delayed until the Fall of the new school year, this is a challenge as we are not able to use the SBAC data to plan/revise programs until the start of the new school year.

4. After reviewing the areas of need, specifically looking at the academic need of identified subgroups (include English Language Learners, Migrant, Homeless and N&D Students if applicable), state the SMART (strategic, measureable, attainable, realistic, and time bound) goals for the school.

Strategic: Full implementation of the MTCC, continued growth of our common assessments, full implementation of our newly adopted curricular support materials, full implementation of our MTSS.

Measurable: All student achievement data analyzed by the MTSS team to determine intervention need and program success.

Attainable: Keeping 100% of all benchmark students at benchmark, 50% of strategic students to benchmark, 10% of intensive students to strategic and or benchmark.

Realistic: To provide all students with individualized intervention support.

Time Bound: Identifying appropriate intervention time-lines before intervention changes.

School Reform Strategies

All students are expected to meet the state's challenging standards. Students who experience difficulty will be provided timely and effective additional assistance.

Instructional strategies and initiatives in the plan must be based on scientifically-based research, strengthen the core academic program, increase the quality and quantity of learning time and address the learning needs of all students.

1. Describe the key components of the research-based instructional program the school will implement that have been determined to address the priority needs. (Instructional need being addressed, Strategy Description, Research-based Principle, Research, Source)

Student achievement data is collected, analyzed, and used to determine specific multi-tiered systems of support. Weekly MTSS team meetings analyze individual student data, based on specific tier, to determine growth and or need for intervention change/addition. The following researched based interventions are currently used (based on individual student need); Explode the Code, Reading Mastery, Horizons, Connecting Math Concepts, Corrective Reading, math short cycle common assessments, Rewards, Read Naturally, SRA reading lab, CBA's, Singapore math strategies, step-up-to-writing strategies.

2. Describe a suggested school instructional schedule, including how the mathematics and reading instructional programs will be organized and delivered in the school.

The school schedule supports common 90 minute grade level ELA blocks.

The school schedule supports common 60 minute grade level math blocks.

Intervention blocks range from scheduled 30 minute pull-outs on a daily basis to 15 minutes once a week boosters based on individual student need.

Instruction by Highly Qualified Professional Staff

All teachers of core academic subjects and instructional paraprofessionals must be highly qualified. A hard copy of the attestation forms in www.transact.com must be kept on file at the school.

1. All teachers are Highly Qualified. (Located in www.transact.com)

Yes

2. All Paraprofessionals are Highly Qualified. (Located in www.transact.com)

Yes

High-Quality and Ongoing Professional Development

Professional development must be high-quality, ongoing and sustained for all staff, principals and paraprofessionals.

1. List the professional development activities the school will engage in to implement the Schoolwide Plan. (Include English Language Learners, Migrant, Homeless, and N&D students if applicable.)

We hope to continue the 4 regional MTSS meetings - based on state continuation.
Researched based instructional strategies training
Step-up-to-writing training
Math Expressions training
McGraw/Hill Wonders ELA support material training
MTCC continued training
Universal common assessment training
Singapore math strategies training
AdvancED training for administration and staff
Ongoing technology training; curricular support/Smart/etc.

2. Explain how each professional development activity listed relates to the priority areas needing improvement, and how these activities will assist in improving student achievement. (Include English Language Learners, Migrant, Homeless, and N&D students if applicable.)

PD and training within the listed categories will provide continued staff understanding, buy-in, and mastery of material which in turn will assist within information delivery and student achievement progress monitoring.

3. Describe the ongoing embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies that have occurred.

Identified and scheduled school wide PD days for staff, peer coaching/mentoring model/program, administrative walk/throughs and systems evaluation, ongoing support through common planning/teaming time.

Strategies to Attract Highly Qualified Professional Staff

Recruiting and retaining highly qualified teachers is an ongoing challenge in high-poverty schools. Low-performing students in these schools have a special need for excellent teachers.

1. Describe the strategies that will be used to recruit highly qualified teachers and paraprofessionals.

Job postings are advertised for 5 days "in-house" or in district to give all current highly qualified employees and opportunity for transition. After the 5 days, the posting goes to OPI for state/national listing.

Administration screens all applications.

A building/district level team takes part in the interview process/procedure.

Upon completion of the interview process, the team deliberates and rates potential candidates based on the interview performance audit and individual school need.

2. Describe the strategies that will be used to retain highly qualified teachers and paraprofessionals where they are needed most.

Continued PD in all identified areas, professional growth and assessment, formalized mentoring program, progressive mind set, positive climate/culture, common teaming/planning time.

District commitment to raising compensation and benefits through the CBA, district commitment to keeping class sizes to 20-24 per classroom.

Strategies to Increase Parental Involvement

Schoolwide Plans must contain strategies to involve parents in helping their children succeed in school.

1. Describe the key strategies planned to increase meaningful parental involvement designed to enhance home-school partnerships and improve student learning.

Families for Education partnership, scheduled open-houses, P/T conferences, class notes/newsletters, school wide monthly newsletter, MTSS progress reports, electronic as well as telephone contacts, community based activities/family fun nights, Olweus Bully Prevention Program, Watch DOGS, etc.

2. Explain the strategies or processes used to include parents in the decision making and the evaluation of the Schoolwide Plan and/or other school related programs.

Continued encouragement for parent participation and involvement through surveys, FFE events, P/T conferences, parent representation on committees, and open communication.

3. Describe the process used to meet with parents of students who have not met the academic standards.

Parent notification and meetings (if necessary) through specific teacher, then specialist, then MTSS team to discuss individual student achievement and or concern areas.

4. Identify the date and the agenda for the annual Title I-A meeting.

August 22 & 23 2016, Dec.7-8 2016, April 6-7 2016.

Open house and P/T conferences to explain Title I/MTSS process as well as discuss student achievement.

5. Describe community collaboration and partnerships that enhance student achievement.

Open house, FFE meetings, and P/T conferences to explain Title I/MTSS process as well as discuss student achievement, and family involvement/support.

6. Briefly describe the process used to develop and implement the school/parent compact.

Information is sent home to parents from both the district office and the school that informs parents of any and all Transact information and school/parent compact.

7. Title I Parental Involvement Plans are available to the parents and public.

Yes

Preschool/Other Transition Strategies

Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level

1. Where appropriate, state how the Schoolwide Program will coordinate transitions for preschool children into the primary grades. Explain other transitions that may be applicable to the school, such as elementary to middle school, middle school to high school, and high school to post-secondary.

Primary to Elementary; scheduled 1st grade transition and visit to campus and August open-house for incoming parents and students.

Elementary to Middle; middle school reps. visit elementary classrooms during last trimester, elementary students visit middle school campus and classroom, middle school hosts a parent/student information night.

At each transition all relevant MTSS student data is transitioned to the next system.

2. Describe the ongoing coordination with other community programs and agencies that support transitions for students.

CSCT services, district hosted parenting classes, and a partnership with Head Start.

Assessment of Student Progress

Frequent and ongoing assessments used to determine student progress help verify how the Schoolwide Plan is meeting learner needs. The assessments that will be used need to be selected with teacher input, who should be involved in the timing and the implementation of these assessments.

Use the following outline to describe the student assessments which will give staff ongoing data regarding student progress:

- a. Full name of the assessment;**
- b. grade level to be assessed;**
- c. appropriate content area;**
- d. times it will be given;**
- e. how the staff will be trained to administer the assessments; and**
- f. how and when the staff will use the information to guide instruction.**

Assessment Name: math common assessments

Description: math formative/summative assessments per concept

Grade Level: 2-5

Content Area: math

Frequency of Assessment: short cycles at 20 days and trimester summative

Training for assessment: district and school wide scheduled PD for creation, implementation, and scoring of common assessments.

How Used: To determine student achievement and intervention need.

Assessment Name: DIBELS

Description: dynamic indicator of basic early literacy skills

Grade Level: 2-5

Content Area: reading

Frequency of Assessment: trimester benchmarks and bi-weekly progress mon.

Training for assessment: Yearly re-fresher training as well as on the spot as needed.

How Used: Tiered identification, progress monitoring, growth, and parent reporting.

Assessment Name: DAZE

Description: comprehension indicator

Grade Level: 3-5

Content Area: reading

Frequency of Assessment: trimester and as needed

Training for assessment: yearly refreshers as well as on the spot as needed.

How Used: Tiered identification, progress monitoring, growth, and parent reporting.

Assessment Name: STAR

Description: fluency, vocab, comprehension, and language

Grade Level: 2-5

Content Area: reading

Frequency of Assessment: trimester and as needed

Training for assessment: On site by specialists as needed.

How Used: Tiered identification, progress monitoring, growth, and parent reporting.

Assessment Name: CORE

Description: diagnostic tool in big 5

Grade Level: 2-5

Content Area: reading

Frequency of Assessment: as needed

Training for assessment: on site by MTSS specialist as needed.

How Used: Diagnostic tool to match interventions to student needs.

Assessment Name: Specific intervention program placement assessment

Description: program placements

Grade Level: 2-5

Content Area: math/ela

Frequency of Assessment: as needed

Training for assessment: On site training by specialist as needed.

How Used: Specific student placement within identified intervention program needed.

Assessment Name: DIBELS

Description: progress monitoring and benchmark math data

Grade Level: 2-5

Content Area: math

Frequency of Assessment: trimester benchmarks, bi-weekly progress monitoring

Training for assessment: Yearly refreshers, weekly MTSS math meeting, and monthly whole staff training as needed.

How Used: Tiered identification, progress monitoring, growth, and parent reporting.

Assessment Name: Smarter Balanced

Description: ELA and Math State Assessment

Grade Level: 3-5

Content Area: ELA/Math

Frequency of Assessment: Once a year

Training for assessment: OPI on-line provided training - minimal and not very effective

How Used: We do not know at this point as we have not received any performance data at the time of this report entry.

Describe the strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

MTSS with specific teams that have full teacher participation and engagement.

Additional Assistance for At-risk Students

The Schoolwide Program must identify students who need additional learning time to meet the standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all the identified students in the school.

1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.

MTSS for both behavioral and academic areas with specific teams organized with both specialist and teacher participation.

Identification through benchmark assessments, teacher recommendation, specialist referral, etc.

2. Describe how timely assistance and services will be provided for struggling learners.

Once students are identified, regular MTSS team meetings take place on a weekly/monthly basis to monitor student and program progress.

3. Describe how services will be provided for the following special populations: Special Education students; English Language learners; Migrant students; Homeless students; and Neglected or Delinquent students.

All services are provided to all students who have been identified as in need.

Spec.Ed; based on IEP goals and support within a LRE.

ELL; Interventions based on WIDA placement and provided through MTSS literacy.

Migrant/Homeless/Neglected or Delinquent; identified and serviced as needed through new student assessments.

Coordination and Integration of Programs and Resources

Schoolwide Plans are expected to use the flexibility provisions to integrate services and programs with the aim of upgrading the entire educational program.

1. Describe the coordination and integration of federal and state programs and other local services and programs which are applicable under this act (i.e., migrant education, violence prevention, adult education, vocational, technical education, nutrition programs, Head Start, job training).

All federal and state programs are integrated into the school-wide plan to provide the best quality education for all students.

2. Describe district support for the Schoolwide Program implementation. Include activities and/or strategies for coordinating the Schoolwide Program with other district/school improvement efforts.

The administrative, district, and teacher teams work together to coordinate all school-wide plans so that student transitions between facilities is as smooth as possible.

3. List the funds to be included in the Schoolwide Program. Please enter a dollar amount rounded to the nearest whole number. Do not use a dollar sign, comma, decimal point, or place a break between the numbers. Do not break down the budget by LE or Sc.

Title I-A: 443222

Title II-A: 95321

Title III: 0

Title VI-B: 0

4. Provide a budget narrative explaining how all the funds listed will be used. Please be specific.

Supplemental services beyond core ELA and Math.

Provide professional development for all staff.

Purchasing supplies for supplemental services.

Research Process

Instructional strategies and initiatives in the plan must be built on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. The ESEA/NCLB emphasis is in reading and mathematics.

1. Briefly describe the process the staff and planning team used to:

Identify possible reasons for the identified needs.

Identify possible solutions and strategies to address these reasons.

Receive input from the whole staff and the parents during this process.

1. Formal identification of actual student need, academic or behavioral.

2. Once need is determined then begin MTSS within identified area.

3. Continued communication from MTSS team/specialist between classroom teacher and parent/guardian.