## **Title I Schoolwide Program Plan**

This schoolwide plan template is to be used for both the initial plan and annual updates. Please provide a <u>brief</u> summary for each component. If you have additional documentation, please be sure to identify the section as described below in the appendices. This document is intended to be posted publicly on school websites and readily available to families and members

of the community.

Please use this plan in combination with the Schoolwide Program Plan Rubric.

Comprehensive Needs Assessment Ledge Street Elementary

Name of School: Ledge Street Elementary

School Year: 2023-2024

**Current Poverty Rate: 78%** 

Letter of Intent submitted on: NA

Schoolwide Planning Team (members and their affiliation):

Chas Miller -Principal, Rocio Gagne -Assistant Principal, Michelle Oro - Grade 2, Beth Carter - Grade 5, Kayla Bassett – ELL, Jill Levielle – Special Ed, Maria Barry - Family Coordinator, Laura Melendez - Family Coordinator, Parent Representatives: Carmen Morgan, Nicole Myers, Planning process began on: February 3, 2023 Plan submitted on: June 9, 2023 Please check the appropriate option:

\_\_X\_ Initial Plan

provided beneath each plan component.

1. Decision to become a schoolwide school:

Ledge Street Bementary School has been a schoolwide Title school for more than twenty years.

(b)

Provide a side-by-side description which identifies the intended changes, before and after, included in your school's reform plan. We need to understand what will be different and how Title I funds will add value to the existing school curriculum and instruction.

Ledge Street Bementary creates a School Improvement Plan (SP) each year in August to frame our school goals. The SP is created through a collaborative process that utilizes the knowledge and expertise of the Instructional Leadership Team (ILT) members. In September of each year, the ILT will have a retreat off campus where data is reviewed and the SP is created. Throughout the year, MTSS-A and MTSS-B leadership teams use this SP to track progress toward academic and behavior goals. We will continue to use our Title I funds to provide supplemental support for students. All students are screened and benchmarked multiple times per year to assess their progress towards grade level standards. In reading, all students take the Acadience benchmark assessment three times/year (September, January, May). This benchmarking data is analyzed, and those identified as well below/ below average through the Acadience reading universal screener will be provided with a progress monitoring schedule to isolate appropriate interventions and measure them accordingly. The progress monitoring data is viewed during weekly grade level PLC meetings and students are referred for various intervention groups as needed. A student can be referred into or out of intervention at any time, as they are fluid groupings based on data and progress toward achieving grade level standards.

In math, all students are screened and benchmarked multiple times per year to assess their progress towards grade level standards. All students take the Acadience benchmark assessment three times/ year (September, January, May). This benchmarking data is analyzed, and those identified as well below/below average through the Acadience math universal screener will be provided with a progress monitoring schedule to isolate appropriate interventions and measure them accordingly. The progress monitoring data is viewed during weekly grad level PLC meetings and students are referred for various intervention groups as needed. All students take the Eureka end-of-modular assessments. This data is analyzed and students can be referred for additional intervention based on the standards that are identified. Formal data analysis and intervention grouping team meetings are held at least once a month in grade level PLCs. However, a student can be referred into or out of intervention at any time, as they are fluid groupings based on data and progress toward achieving grade level standards.

Behavior data is viewed through the X2 Aspen data collection tool. It is also collected through the SWIS data collection system, which collects ons are put in

place utilizing our SEL Team (Counselor, Social Worker, grade K-2 SEL Teacher, grade 3-5 SEL Teacher)

adaptable furniture, easily configurable to meet a wide range of student/instructional needs. Create a large group area where there is flexible lounge seating to encourage creativity and critical thinking skills. To help students stay engaged and be productive, all of the furniture is ergonomically designed to support active learning.

Ledge Street Elementary School is already a schoolwide school.

**2.** A comprehensive needs assessment of the whole school:

SAS end-of-year testing results included:

Grade 3 -Grade 4 -Grade 5 -

In September of 2022, the Ledge Street Elementary Instructional Leadership Team (ILT) created a School Improvement Plan with two overarching goals that guide all academic and behavioral initiatives. The 2022-23 SP will be reviewed and revised again in August 2023 to start the new school year. Our PLC data reviews conducted during the 2022-23 school year continue to show students requiring additional support in basic literacy and numeracy skills. Gaps continue to be seen across grade levels in mastering higher level skills such as explaining answers and integrating information from multiple sources. Beyond and about the text comprehension in both Literary and Informational texts and Tier 2 vocabulary was a need for all sub groups. This is reflected in

iPAD Carts for each grade level to use with project based learning AND Acadience Assessment Data Reviews Total \$30,000: Having resources to properly implement researched based Tier I instructional strategies within a balanced literacy framework will support the accurate identification of Tier II (Title I Intervention) and Tier III (Special Education) students. Resources that support research based Tier I instructional strategies within a balanced literacy framework will also lay the groundwork for students to make significant academic gains within their general instruction literacy instruction, which in turn will maximize our Tier II and Tier III resources by helping us accurately identify only those students who truly need the extra support. Our school is fortunate to have many online resources to use. In order to use these appropriately, we need the proper equipment. The iPADS will be used to access specific web-based learning sites, as well as support the use of universal screener assessments. Acadience Reading/Math Subscriptions Total \$10,000: Acadience Math and Reading universal screening is used for fall/winter/spring benchmarking, as well as progress monitoring. Eureka Math end-of-module assessments are used to inform teachers of daily student progress toward grade level standards.

Alignment of Instruction to Brain Research: \$20,000 BERC Tier I PD: This is a continuation of work aligning Tier I instruction with how the brain learns. This funding will focus on bringing BERC into our school for a data collection that helps us understand how well we are implementing the BERC Powerful Teaching and Learning Framework. It will also be used to provide training on classroom learning walks.

Reflex Math Subscriptions Total \$6000: Reflex Math is a web-based program that helps students of all ability levels develop instantaneous recall of their Math facts. Reflex is adaptive and prescriptive; each session is personalized to create the optimal experience for the student. Because Reflex is online, it is accessible in the classroom, computer lab and even from home. The powerful and intuitive reporting features of Reflex Math not only make it easy to monitor and support student progress, but also make it a great solution for RTI. Reflex covers the complete process of math fact mastery, including:

a) Systematic introduction of small sets of new facts using appropriate strategies;

c) Progression to timed retrieval once the student has demonstrated readiness;

d) Automaticity through game-

game-based tasks

Reflex Math is broken down into three major components

1. Assessment during this part Reflex assesses an individual students math fact fluency, typing speed, as well as times the students ability to react to the system.

2. Coaching Reflex Math provides in-depth coaching on different math fact families.

3. Reflex Island this is where the students will interact with the game based environment, solving math facts as well as completing game-based tasks increasing the students automaticity of math facts.

Funding for garden resources to support implementation of the Next Generation Science Standards Total \$12,000: Resources to Renovate School Garden Area: This space skillfully combines academics (STEM activities in particular) and the exploration of the outdoors, with social-emotional skill building. New resources purchased for the renovated garden area, we will be able to provide an innovative, more rigorous, outdoor instructional environment that will meet the academic needs, as well as the social-emotional needs of our students and increase their engagement in Science. Culturally Responsive Teaching and Learning PD Total \$20,000: Culturally Responsive Teaching and Learning Books: This funding will allow for the ve already done developing a sense-of-belonging

within all students, as well as creating a newly updated version of the Student Self Manager program.

Gaps continue to be seen across grade levels in mastering higher level skills such as explaining answers and integrating information from multiple sources. Beyond and about the text comprehension in both Literary and Informational texts and Tier 2 vocabulary was a need for all sub groups. Students in transition continue to need support with basic needs such as school supplies, and also frequently require social-emotional support. Also, we need support for Tier 2 and 3 behaviors, which has prompted us to create an MTSS-B team at Ledge Street Elementary.

## 3. Implementation of schoolwide reform strategies that:

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers nclude the Lucy

Calkins Units of Study in Writing and the Fountas and Pinnell word study units. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Quisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this r to determine

students not making adequate progress towards grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons from the core programs as well as supplemental lessons to support struggling learners.

grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons from the core programs as well as supplemental lessons to support struggling learners.

These online instructional tools have been purchased using district and Title I funds, along with Comprehensive School Improvement (CS) Title I 1003(a) School Improvement funds. SAS end-of-year testing data is also used for reading and math.

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Students are assessed using various teacher-

support/intervention staff. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take the Eureka end-of-modular assessments. This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held at least once a month in grade level PLCs. However, a student can be referred into or out of intervention at any time. The school PLC teams examine grade level data (including academics, attendance, and behavior) on a quarterly basis and flag students who need additional support. Behavior data is viewed through the X2 Aspen data collection tool. We also keep track of the

purchased the SWIS data collection system to begin data collection for behavior incidents in 2022-23.

goals/action steps.

a daily basis. Group times for Title I reading/math interventionists, EL teachers, and SE teachers are typically between 10-30 minutes each. Wilson FUNdations is utilized for students struggling with phonetic concepts. We use PBIS systems and structures to guide our behavior expectations. Online tools such as Zearn, Happy Numbers, LexiCore 5, Razkids and Book Creator are also used to supplement math, reading, and writing instruction. These online instructional tools have been purchased using district and Title I funds, along with Comprehensive School Improvement (CS) Title I 1003(a) School Improvement funds. SAS end-of-year testing data is also used for reading and math.

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Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Quisenaire rods and duster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work.

in order to determine students not making adequate progress towards grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons from the core programs as well as supplemental lessons to support struggling learners.

4. Highly qualified teachers in all core content area classes:

Our professional development activities for the coming year will have four main foci:

1.

We took input from all stakeholders that are represented on the ONA Team to design the plan. The plan was designed from the input from all ing and encoding in

their small groups. They need PD in Fundations and also need additional kits to use as a literacy intervention. Classroom teachers have expressed that some students are not motivated to learn and our struggling with basic needs. Our 21<sup>st</sup>

include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

C. Coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying,

## Research-Proven Instructional Strategies

Intervention groups are run by several staff members. We have 4 special education case managers, 3 EL teachers, and a reading specialist, all funded by the district. In addition, we have 4 reading/math intervention teachers (.8 FTE) funded by Title One, as well as 2 EL Teachers funded by Title I. We also have 2 Social-Emotional Learning (SEL) Teachers funded by Title I. All of these support/intervention teachers collaborate with classroom teachers to provide targeted small group instruction for both academics and behavior to students in grades K-5 on a daily basis. Group times for Title I reading/math interventionists, EL teachers, and SEL teachers are typically between 10-30 minutes each. Wilson FUNdations is utilized for students struggling with phonetic concepts. We use PBIS systems and structures to guide our behavior expectations. Online tools such as Zearn, LexiCore 5, are also used to supplement math, reading, and writing instruction. These online instructional tools have been purchased using district and Title I funds.

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers differentiated instruction in phonics and spelling skills. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Quisenaire rods and duster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. Teachers have been guided on how to dig deeper into their various data sets for math and reading t in order to determine students not making adequate progress towards grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons from the core programs as well as supplemental lessons to support struggling learners.

11. Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs):

(a)

Funds will be consolidated with CSI funding and district funding to maximize focus and efficient use of resources.
NA
12. Program Evaluation:
Monitoring of plan by CNA Committee 3 times per year.
Program evaluation will be monitored by the CNA Committee through the lens of the data sources listed above. We will also monitor implementation through the parent and student surveys facilitated through our work with culturally responsive teaching and learning.
13. Letter of Intent:
Letter of intent is attached to the Title IA Grant
Date:

Appendices