

## Title I Schoolwide Plan 2016-2017

- Review the Title I Schoolwide Plans to ensure that all ten components and requirements have been met. The LEA is responsible for approval of each schoolwide building plan.
- Upload this completed plan for each Title I schoolwide building at the Iowa Department of Education Title I Application site – Schoolwide Operating Programs screen.
- Plans are due September 15.

<b>Date</b>	5/4/16
<b>District Name</b>	Clinton Community Schools
<b>School Name</b>	Jefferson Elementary
<b>Building Grades</b>	K-5
<b>Building Principal</b>	Theresa Shultz

<b>Schoolwide Program Planning &amp; Review Team (Required)</b>  This team is responsible for planning, developing, revising, and evaluating the schoolwide plan. The team does not need to be named "Schoolwide Team," but may be a part of an existing leadership or building team. Representation should include building administration, teaching staff, and parents.	List members' names and titles. This committee <u>must include parent representation</u> for this specific building.	
	<b>Name</b>	<b>Title</b>
	<b>Example:</b> Pat Edwards	Third Grade Teacher
	Deb Moore	2 <sup>nd</sup> Grade Teacher
	Brenda Dieckmann, Suzie Bell	Title Teacher, coach
	Chris Hicks	Music Teacher
	Jenny Milder	Parent
	Julie Knutsen	School Counselor
	Shawna Kent	4th Grade Teacher
	Penny Osterhaus	Special Education Teacher
	Theresa Zahs	Principal
<b>Dates this team will meet during 2014-2015</b>	September 2014, through May 2015 (Twice monthly) First and Third Wednesday	

### §1114(b) TEN COMPONENTS OF A SCHOOLWIDE PROGRAM

Component 1 <b>§1114(b)(1)(A) A COMPREHENSIVE NEEDS ASSESSMENT of the entire school</b> <ul style="list-style-type: none"> <li>• Provide a brief description of the school, attendance area, and surrounding community.</li> <li>• Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, homeless, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.</li> <li>• Summarize strengths and needs of the school's current educational program.</li> <li>• As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year of the schoolwide plan.</li> </ul>
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**1. Comprehensive needs assessment of the whole school:** Jefferson Elementary is a K-5 building of approximately 390 students located in Clinton, Iowa. Jefferson is one of 4 elementary schools in Clinton. The Clinton Community School District has approximately 3800 students and a community population of twenty-five thousand people. Demographically, the city of Clinton is challenged economically with many families living below the poverty index. Over fifty percent of the student population in the Clinton district qualify for free or reduced lunch. Ethnically the district is approximately fifteen percent minority with an increasing Spanish-speaking population. Both the free/reduced status and ethnicity are well above state averages for the Clinton district. Jefferson has a diverse population having over 85 percent of our students qualifying for free and reduced lunch, 20 percent in special education and approximately 15 percent minority.

Jefferson Elementary complies fully with the district assessment plan approved by the Iowa State Department of Education.

- Multiple assessments are used to provide evidence that the school and all children in it are making regular progress toward the district academic standards and achievement goals of the district and the school improvement plan.
- Academic achievement in kindergarten and 1<sup>st</sup> grade is assessed by FAST in accordance with state requirements along with locally-developed curriculum formative and summative assessments.
- Students in grade levels from 2-5 are assessed annually with the Iowa Assessments, FAST and locally-developed curriculum formative and summative assessments.
- A huge strength of the district is the written curriculum in all areas and grade levels. The curriculum is modified and enhanced both horizontally and vertically each year. Starting in the summer of 2011 the curricula were further aligned with the newly adopted Iowa Core Curriculum Standards and benchmarks and now include a preschool component. The pre-school component, which is aligned and articulated within the areas of language arts, math, and science, has adopted the Iowa Quality Preschool Program Standards by all preschools that are participating in the State-Wide Voluntary Preschool Program.
- There is an annual survey given in the spring of the year to Title I teachers, general education teachers and parents to evaluate the progress/effectiveness of the Title I program. These results are utilized in the development of the Parent Involvement Policy and modification/changes to this plan.
- Each year the school district improvement advisory committee (made demographically representative of the students in our district in all ways) convenes and makes recommendations about the focus of academic and program improvement within the district. Jefferson Elementary has a Leadership Team and an Intervention team. Jefferson also has a Positive Behavior Interventions and Support Leadership Team (PBIS). In addition, Jefferson utilizes Professional Learning Communities teams at each grade level and we are implementing Multi-Tiered Systems of Support (MTSS) at all grade levels. (This is also known as Response to Intervention).
- As a result of the comprehensive needs assessment, Jefferson will focus on Data Analysis and Intentional Instruction. Teachers will analyze assessment data formally every three weeks within their PLC's. K-1 analysis will include FAST, CBM's, Common Formative Assessments and Rtl information. Grades 2-5 will include FAST, analysis of CBMs, Iowa Assessment scores in both Reading Comprehension and Math Total, and Common Formative Assessments and Rtl information. The results from this data review

will drive student instruction including skill deficit teaching and enrichment through individual and small group learning activities.

## Component 2

### **§1114(b)(1)(B) SCHOOLWIDE REFORM STRATEGIES**

- Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.
- Use effective methods and instructional strategies that are based on scientifically based research that -
  - -strengthen the core academic program
  - -increase the amount of learning time (extended school year, before- and after-school and summer programs and opportunities)
  - -help provide an enriched and accelerated curriculum
  - -include strategies for serving underserved populations
  - -include strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards;
  - -address how the school will determine if those needs of the children have been met
  - -are consistent with and are designed to implement state/ local improvement plans.

## **2. Implementation of school-wide reform strategies that:**

### **a. Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.**

- There are heterogeneous classrooms at all grade levels. Classrooms differentiate instruction to ensure that students are engaged, experience success, and increase expectations of themselves.
- Special needs students are integrated into general education classrooms for core instruction based on individual needs.
- Read Naturally is available for students who need additional reading fluency and comprehension support.
- Accelerated Reader is used in grades K-5.
- The Talented and Gifted Program focuses on grades 1-5 for reading, math and interest. The TAG teacher will provide support for general education teachers as needed.
- An At-Risk program is available for students in kindergarten and first grade.
- Reading Americorps tutoring is available for students K-3.

### **b. Use effective methods and instructional strategies that are based on scientifically based research that: (c) strengthens the core academic program, (d) increases the amount of learning time and (e) includes strategies for serving underserved populations.**

- The district has a mission statement and educational philosophy that challenges and addresses staff to develop student talents and abilities and to raise student expectations and achievements in maximizing an individual's potential.
- District/school PLC'S and the principal leadership team select for focus teaching models and strategies that are identified in research and application instructions and value described in the work of Zemelman (et al), Tomlinson, Good and Brophy, Marzano (et al), Maiers, among others.
  - This includes phonemic awareness, phonetic word analysis, readers and writers workshops, learning centers, collaborative practice, focus lessons, guided instruction, independent practice, literature circles, guided reading, leveled reading, comprehension, and reciprocal teaching for comprehension (predicting, questioning, clarifying, and summarizing).
  - In mathematics, teachers use Cognitive Guided Instruction strategies including meta-cognition, hands-on learning, conceptual development at the concrete level and transitions to the abstract level, and skill integration across the

curriculum. Teachers receive professional development and implement the Mathematic Core standards within the delivered instruction. Jefferson also utilizes ST Math. ST Math is a computer-based learning program that all students use regardless of developmental level in grades 1-5.

- At Jefferson students gain instructional time with teacher guidance by utilizing, Read Naturally, Accelerated Reader, ReadingCorps, ELL, Title I, At-Risk, special education and paraprofessional help and other Tier 1, 2, and 3 interventions based on student need. Teachers also provide extra support during the day and before and after school.
- There is an elementary Literacy and shared math coaches within the district who provides instruction, model strategies in the classroom, and acts as a resource for all teachers.

**e. Includes strategies to address the needs of all children in the school, (f) but particularly low achieving children and those at risk of not meeting state standards and addresses (g) how the school will determine if those needs of the children have been met.**

- In addition to the strategies already mentioned, Jefferson collaborates with various community groups to build confidence and efficacy among students who need extra support. Within the schools, students are selected to participate in the Study Connections, Early Risers and Student Adventures After School programs. There are evaluation tools present in each of these programs that will help in the modification of their structure and development. These tools along with achievement results will be used to determine whether the needs of each child are being met. Students also have volunteers mentoring and providing added assistance with literacy.

**h. Are consistent with and are designed to implement state/local improvement plans.**

- Jefferson has representation on the District School Improvement Advisory Committee and maintains a building Leadership Team that develops school plans and implements the Professional Development Goals of the district. All professional development is aligned directly to the district and school goals, and to best research-based practice. Empirical evidence is used to determine the best practice that teachers will study, master, and deliver. Jefferson is driven by data gathered in classrooms, schools, and the district as a whole in determining the focus of the improvement plans.

#### Component 3

##### **§1114(b)(1)(C) INSTRUCTION BY HIGHLY QUALIFIED TEACHERS in all core content area classes**

- Describe how the school will ENSURE a highly qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.
- Ensure that all paraprofessionals (regardless of funding source) employed at this school meet the NCLB qualification. Documentation must be kept on file at the school.

**3. Highly qualified teachers in all core content area classes.**

- Title teachers work collaboratively with teachers in classrooms and with children in small flexible groups. This provides additional guided instruction and practice. The support is provided by teachers with more preparation in reading and math strategies.
- All of the Title teachers at Jefferson have a Reading Endorsement which allows for greater differentiation of instruction.

All teachers are recognized as “highly-qualified” by the state of Iowa BOEE

Component 4

**§1114(b)(1)(D) HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT for teachers, principals, and paraprofessionals**

- Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.
- Describe how the school will implement high quality and ongoing professional development.

**4. High quality and on-going professional development for teachers, principals and paraprofessionals.**

- Professional development within the district for all elementary staff occurs weekly. Teachers are members of grade-level professional learning communities (PLC’s) in accordance with our professional development model. Training occurs throughout the school year and during the summer within PLC’s. The professional development focus includes the use of the gradual release model and comprehension strategies through professional instruction, modeling, professional learning communities, and peer coaching; and recommended practices in reading, writing, and math. Over the past two years teachers have worked in PLC’s to identify Power standards, essential skills, learning targets, instructional strategies, assessments (both formative and summative) and the processes for corrective instruction for those with skill deficits and enrichment learning for students who demonstrate proficiency on said skills.
- Veteran teachers in the building may participate in training and become mentors to beginning teachers as part of the DE approved Beginning Teacher Induction and Mentoring Program based upon the Iowa Teaching Standards and the district professional development goals.
- All teachers have experienced professional development connected to poverty effects and multicultural understanding, and Professional Learning Communities.
- Principals are part of a district administrative cadre that focuses and participate in studies on current relevant research regarding school reform and instructional practice.
- Paraprofessionals all are certified according to national mandates and continue to be part of the professional development process as well as being encouraged in continuing their own understanding of student development cognitively, emotionally, socially, and physically. They may choose to participate in professional development and recertification classes offered through the district in the areas of the district’s language arts & math programs and technology integration of all areas.
- As we continue the full implementation of the Iowa Core for reading and math, K-5 teachers will continue to receive professional development training. Teachers will focus on the Iowa Core math domains and related instructional strategies, especially Cognitive Guided Instruction as well as the implementation of English-Language Arts Curricular Units.

Component 5

**§1114(b)(1)(E) STRATEGIES TO ATTRACT HIGH-QUALITY, HIGHLY QUALIFIED TEACHERS to this school**

- Hiring incentives, examples: additional benefits, mentoring programs, tuition reimbursements, etc.

**5. Strategies to attract high-quality, highly qualified teachers to these schools.**

- The district is committed to employ teachers who demonstrate excellence in their teaching pedagogy and their commitment to helping children learn at high levels. This is reflected in the district's mission statement. The District's Human Resource Department leads us in the recruitment of a diverse quality workforce by traveling to career fairs and colleges. Principals are integral in the rigorous selection of the best candidates for their schools utilizing nationally recognized screening processes. Most teacher hires are done with the input of a committee assembled by each building principal.

#### Component 6

#### **§1114(b)(1)(F) STRATEGIES TO INCREASE PARENTAL INVOLVEMENT in accordance with §1118, such as literary services**

- Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.
- Describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student.
- Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.
- List specific training activities and decision making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent Involvement Policy, compacts and school plan.)
- Describe the yearly parental evaluation of the schoolwide program and how this information is used to improve the plan

#### **6. Strategies to increase parental involvement, such as literary services.**

- Jefferson embraces parents and their involvement. Jefferson will increase involvement through: expanding the tutoring and mentoring programs and special activities connected to parent-teacher conferences about student progress, a greater presence of parents at all activities including classroom, school-wide and night time activities. Teachers will share successful practices that increase parent interest in attending and participating in classroom and school activities at building and district level meetings. Jefferson Elementary has an active PTA.
- Parents will continue to be recruited to help meet Jefferson's needs. Jefferson Elementary feels that this is an important goal that only helps to strengthen the home and school connection. Various activities are planned in collaboration with the PTA. Book fairs are held three times per school year to support reading.
- Jefferson has an active Parent Teacher Association that meets on a monthly basis to discuss school needs, concerns and accomplishments. Guest presenters are invited to discuss issues important to Jefferson's students' needs. These meetings also act as a public forum where instructional strategies are presented and how parents can provide support at home. Parents are an integral part of the school site school improvement team. Both parents and teacher attend where we partner to improve student involvement, parent awareness and brainstorming ideas to improve this partnership. This is also a platform to share integral components of parent awareness – report card progress; boundary information; Iowa Assessment results; and school wide behavior support systems – PBIS. Jefferson Elementary partnered with our PTA hosts family nights once per month during the school year to increase parent involvement and the home to school relationship, gain knowledge to support students growth and celebrate student accomplishments.

## Component 7

**§1114(b)(1)(G) PLANS FOR ASSISTING PRESCHOOL CHILDREN IN THE TRANSITION from early childhood programs to local elementary school programs, (Elementary to Middle school, or Middle School to High School, where applicable to this building.)**

- Describe district/building transition strategies, before kindergarten round up, home visits, placement programs, etc.

**7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.**

- Jefferson seeks to inform parents about pre-school options and cooperate with private day care providers so information about hours, care levels, and costs are shared in a timely manner. The schools distribute information about the four year old preschool program.
- Jointly, the district and the pre-school providers in the community have adopted a common set of standards and benchmarks for pre-school students based on the Iowa learning standards for children ages three-five in the areas of language arts, math, and science.
- The district was awarded a grant that enables the district to offer 4-year old pre-school to any child in the community. This grant is renewable each year.
- Schools encourage pre-school children visiting the school before they enroll and use siblings to help pre-school children become familiar with the school facility. Several events during the year are family gatherings, so younger children can perceive the school as a friendly environment.
- The Clinton Community School District is the recipient of a Statewide Voluntary Preschool Program for Four-Year-Old Children Grant. All four-year-old children in Clinton are provided a quality preschool experience at no cost.
- Beginning in 09-10, all CCSD four-year-old Early Childhood Special Education students receive instruction in the preschool setting, including Head Start. ECSE and preschool teachers co-teach in this integrated setting. Within this context, numerous four-year-old to kindergarten transition activities will occur throughout the year.

## Component 8

**§1114(b)(1)(H) MEASURES TO INCLUDE TEACHERS in decisions regarding the use of academic assessments**

- Describe opportunities and expectations for TEACHERS to be INCLUDED in the decision making related to the use of academic ASSESSMENT RESULTS leading to the improvement of student achievement.

**8. Opportunities and expectations for teachers to be included in the decision-making related to the use of academic assessment results leading to the improvement of student achievement.**

- At Jefferson, teachers are very involved in assuring the humane and ethical use of assessments with young children. Weeks before testing periods, teachers receive information about the test protocols and work out schedules and necessary accommodations within their buildings. Teachers provide expert knowledge about optimal assessment environments and discuss ways to help students do their best. Teacher knowledge and interest in appropriate assessment procedures has increased with the advent of NCLB, and their active participation in the analysis and use of the data derived from assessments in making instructional decisions.

- Teacher committees are actively involved in conference planning with parents, growth goal-setting for each student and provide feedback about how assessment environments can be improved.
- Jefferson Elementary utilizes grade-level Professional Learning Communities to team-determine what students need to know, how will we know that they know it, what will we do if they don't know it and what will we do if they already know it.

#### Component 9

##### **§1114(b)(1)(I) PLANS FOR ASSISTING STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING THE PROFICIENT OR ADVANCED LEVELS OF ACADEMIC ACHIEVEMENT**

- Describe the intensive assistance programs and activities at the school level that ensure all students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.
- Describe the identification, instruction and monitoring processes used
- Describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student.

#### **9. Intensive Programs: Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.**

- Teachers at Jefferson monitor student academic progress toward standard, benchmark, and objective mastery regularly. The schools know which students are likely to need support, and teachers provide it with extra classroom assistance, referral for Title I support, and the After School Program through our school-wide MTSS. Our School-Wide-Intervention-Team analyzes individual student data weekly to determine individual tiered supports.
- Guided practice occurs based on student assessment needs.
- Title I teachers are used to do quick assessments in determining the cause of concerns and then accept students in small flexible groups in the classrooms. The co-teaching arrangement rather than fixed groups enables Title teacher in responding more quickly than in previous delivery models. Title teacher monitors progress twice a month.
- The curriculum format in the CCSD system entails many components. PLC teams will continue to determine essential standards, unpack the standards and use common formative assessments to assist in mastery for every student in the class.
- Formative and summative multiple assessments provide numerous data points and sources so interactions between teacher and student are solution-focused and clearly emphasizes student success.

#### Component 10

##### **§1114(b)(1)(J) PLANS FOR COORDINATION AND INTEGRATION of federal, state, and local services and programs**

- May include programs under NCLB, nutrition programs, housing programs, Head Start, adult education, and technical training programs).
- **Must specifically address** the educational needs of and coordination with other services for **homeless students**, such as housing programs (ESEA, §1114(b)(1)(j)).

#### **10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components.**

- The district continues a long history of community collaboration designed to maximize resources that promote student successes. The title program is coordinated at the district level by the Curriculum Director. Centralized coordination enable unified hiring, training, purchasing, payroll, and training services. The contracted services of School Resource Officers are negotiated by the district Superintendent with the Chief of Police. The SRO provides support to schools and families in the forms of classroom lessons, relationship-building, attendance monitoring and home supports per parent request.
- A school nutrition program provides breakfast and lunch meals and resources within Jefferson.
- Jefferson Elementary has a before and after school program for students needing additional assistance.
- Jefferson Elementary works with the Homeless Administrator to address the education needs of homeless students. This includes allowing students to stay at Jefferson even when they move out of the boundaries.
- Jefferson Elementary has a fresh fruit and vegetable grant to provide every student with a healthy snack every day.
- Jefferson Elementary is in the beginning stages with a community partner in sending extra food home over the weekend to families in need.

#### **§1114(b)(2)(B)(iii) PLANS FOR ANNUAL EVALUATION**

- The school must evaluate annually the outcomes and the plan's implementation to determine whether
  - -the academic achievement of all students, and particularly of the low-achieving students, improved;
  - -the goals and objectives contained in the plan were achieved; and
  - -if the plan is still appropriate as written.
- Describe how the results of annual evaluation of the effectiveness of this schoolwide plan will be used to make revisions to the plan to ensure continuous improvement of students in this schoolwide program.

#### **\*Description of annual evaluation process for school-wide program. How does the local district monitor and evaluate the implementation of the school-wide program?**

The principal at Jefferson is responsible for evaluating teacher's performances through the systematic use of Title I in the building. The Curriculum Director is responsible in ensuring the principal is informed as to state or federal requirements for Title I. Parents and teachers are encouraged to complete surveys each spring on the program's effectiveness. The results of these surveys are gathered and analyzed by the Curriculum Director and sent to the school's Leadership team which analyzes results along with school-wide data before sending recommendations in modifications or changes. The recommendations are sent to the Curriculum Director who then submits the school-wide plan to the state.

Jefferson Elementary School will evaluate annually the effectiveness of focusing on data analysis. Jefferson School will share all student assessment results at the Parent\Teacher Conferences held both in November 2014 and March 2015.