

Title I Comprehensive Schoolwide (§1114) Plan
2017 - 2018

Date	April 26, 2017
District Name	Clinton Community School District
School Name	Eagle Heights Elementary
Building Grades	Kindergarten through Grade 5
Building Principal	Mr. Rhett Weis

§1114(b)(2) **Planning team members:** name, role; *(parents, teachers, principals, other school leaders, paraprofessionals present in the school, administrators, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, students- if the plan relates to a secondary school, and others.)*

<p>Schoolwide Program Planning & Review Team (Required) 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.</p> <p>Representation should include building administration, teaching staff, and parents. Middle schools and high schools need student members.</p>	<p>List members' names and titles. This committee <u>must include parent representation</u> for this specific building.</p> <table border="1" data-bbox="513 310 1552 1138"> <thead> <tr> <th data-bbox="513 310 1049 373">Name</th> <th data-bbox="1049 310 1552 373">Title</th> </tr> </thead> <tbody> <tr> <td data-bbox="513 373 1049 436">Example: Pat Edwards</td> <td data-bbox="1049 373 1552 436">Third Grade Teacher</td> </tr> <tr> <td data-bbox="513 436 1049 499">Rhett Weis</td> <td data-bbox="1049 436 1552 499">Principal</td> </tr> <tr> <td data-bbox="513 499 1049 562">Kim Clark</td> <td data-bbox="1049 499 1552 562">Kindergarten Teacher</td> </tr> <tr> <td data-bbox="513 562 1049 625">Jen Miller</td> <td data-bbox="1049 562 1552 625">First Grade Teacher</td> </tr> <tr> <td data-bbox="513 625 1049 688">Renaë Betts</td> <td data-bbox="1049 625 1552 688">Second Grade Teacher</td> </tr> <tr> <td data-bbox="513 688 1049 751">Katie Wilke</td> <td data-bbox="1049 688 1552 751">Third Grade Teacher</td> </tr> <tr> <td data-bbox="513 751 1049 814">Darcy Thornton</td> <td data-bbox="1049 751 1552 814">Fourth Grade Teacher</td> </tr> <tr> <td data-bbox="513 814 1049 877">Cindy Hufford</td> <td data-bbox="1049 814 1552 877">Fifth Grade Teacher</td> </tr> <tr> <td data-bbox="513 877 1049 940">Ben Logan</td> <td data-bbox="1049 877 1552 940">Music Teacher</td> </tr> <tr> <td data-bbox="513 940 1049 1003">Denise Whitney</td> <td data-bbox="1049 940 1552 1003">Special Education Teacher</td> </tr> <tr> <td data-bbox="513 1003 1049 1066">Barbara Rhoades</td> <td data-bbox="1049 1003 1552 1066">Instructional Coach</td> </tr> <tr> <td data-bbox="513 1066 1049 1129">Sarah Shepherd</td> <td data-bbox="1049 1066 1552 1129">LRC Director</td> </tr> <tr> <td data-bbox="513 1129 1049 1138">Lisa Wheat</td> <td data-bbox="1049 1129 1552 1138">Parent Representative</td> </tr> </tbody> </table>	Name	Title	Example: Pat Edwards	Third Grade Teacher	Rhett Weis	Principal	Kim Clark	Kindergarten Teacher	Jen Miller	First Grade Teacher	Renaë Betts	Second Grade Teacher	Katie Wilke	Third Grade Teacher	Darcy Thornton	Fourth Grade Teacher	Cindy Hufford	Fifth Grade Teacher	Ben Logan	Music Teacher	Denise Whitney	Special Education Teacher	Barbara Rhoades	Instructional Coach	Sarah Shepherd	LRC Director	Lisa Wheat	Parent Representative
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§1114 SCHOOLWIDE PROGRAM REQUIREMENTS

- A. **COMPREHENSIVE NEEDS ASSESSMENT of the entire school §1114(b)(6)**
Summarize the result of your 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:

1. Comprehensive needs assessment of the whole school: Eagle Heights is a K-5 building of approximately 465 students located in the northern portion of Clinton, Iowa. Our District includes four elementary buildings, a middle school and one public high school. The Clinton district has school

population of 3700 students and a community population of twenty-seven thousand people. Demographically, the city of Clinton is challenged economically with many families living below the poverty index. Over sixty-eight percent of the student population in the Clinton district qualifies for free and reduced lunch. Ethnically the district is approximately twenty-five percent minority with an increasing Latino population. Both the free/reduced status and ethnicity are well above state averages for the Clinton district. Eagle Heights has a diverse population having more than forty-nine percent of their students qualifying for free and reduced lunch, thirteen percent in special education and eighteen percent minority.

Eagle Heights 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 are making regular progress toward the academic standards and achievement goals of the district and the school improvement plan.
- Academic achievement in Kindergarten and 1st grade is assessed by FAST Early Reading in accordance with state requirements and standards based common formative, summative and performance based assessments. FAST Math is also used.
- Students in grade levels from 2-5 are assessed annually with the Iowa Testing Program and standards based common formative, summative and performance based assessments.
- In grades 2-5, students are assessed by FAST aReading and CBM Reading and FAST Math in accordance with state requirements.
- Progress monitoring will be used to measure effectiveness of instruction and to guide further instruction.
- There is an annual survey given in the spring of the year to 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 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 Clinton district.
- Looking at the comprehensive needs assessment greatest area of improvement is needed in early literacy skills with the focus and emphasis of instruction in early learning.
- As a result of a needs assessment, it is determined that we need to target students in grades K-3. The primary objective will be to focus on identifying areas of need and for intensive intervention for students. Progress monitoring will be used to evaluate and adjust instruction to maximize effectiveness. The use of data generated will be closely monitored to provide additional instruction to those in need. Professional Learning Communities will collaborate to deliver quality core instruction in the classroom setting.

B. Coordination and Integration §1114(b)(5)

What are the federal, state and local services, resources and programs that will coordinate with or support this Schoolwide Plan (e.g. counseling, school-based mental health programs, specialized instructional support services, mentoring services, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, schools implementing comprehensive support and targeted support and improvement activities under 1111(d), and other strategies to improve students' skills outside the academic subject areas)

- The district continues a long history of community collaboration designed to maximize resources that promote student successes. The Title 1 program is coordinated at the district level by the Director of Learning and Collaboration. 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. A social worker has been working in the schools as part of an agreement with the local AEA. This staff member works with parents and students with family court hearings, Department of Human Services, and counseling.

C. Strategies-Opportunities for all Children §1114(b)(7)(i)

Describe the strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111 (c)(2)) to meet the challenging State academic standards

- There are heterogeneous classrooms at all grade levels. These classrooms differentiate instruction so all students are engaged, experience success, and increase expectations of themselves.
- The Talented and Gifted Program in the district delivers challenging activities to identified gifted students. These activities include but are not limited to interest inventories, interest-based projects, math enrichment activities and challenges, research, and technology. K-5 students are involved in this program.

D. Strategies – Method and Instructional Strategies §1114(b)(7)(ii)

Describe the 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

- 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 Building Leadership Team professional development teams have emphasized focused teaching strategies that are identified in research reports and application instructions described in the work of Buffum, Mattos, Zemelman (et al), Tomlinson, Good and Brophy, Marzano (et al), Maiers, Fisher and Frey, John Hattie, and DuFour, Eaker, Keating among others.
 - Effective CORE instruction using the Gradual Release model.
 - In reading, these include phonemic awareness, phonetic word analysis, word study, reader's and writer's workshops, learning centers, cooperative learning, literature circles, guided reading, leveled reading, comprehension strategies, and reciprocal teaching for comprehension (predicting, questioning, inferring, clarifying, and summarizing). We use a variety of materials, resources and technology to support these research based standards.
 - The District/school Literacy Instructional coaches support staff in their knowledge and work with Iowa Core implementation, unit planning and designing and using common formative assessments. Staff will be working in collaborative learning teams to plan and implement these techniques and continually reflect upon their teaching.

- In mathematics, teachers facilitate the use of multiple strategies and tools such as meta-cognition and hands-on learning, to solve problems in context. District Math Instructional coaches support staff in their knowledge and work with Iowa Core implementation, unit planning and designing and using common formative assessments. Staff will be working in collaborative learning teams to plan and implement these techniques and continually reflect upon their teaching.
- Teachers receive professional development focusing on Phonemic Awareness and Phonics explicit instruction and the learning continuum of each.
- Instructional Coaches will provide support to teachers individually, within PLC's and as a district grade level team.
- Teachers will again participate in Instructional Audits. Walkthroughs and district Instructional Audits are designed to provide feedback about quality instructional strategies and student learning behavior. To deepen our collective understanding of quality core instruction, teachers will be invited to assist in this process using the guided question, "What does effective instruction look like?"
- At Eagle Heights, students gain instructional time with teacher guidance by utilizing a collaborative teaching approach between and among classroom, Title I, special education and paraprofessional help. Teachers also provide extra support during the day and before and after school.
- At Eagle Heights, students with the most significant reading needs will also receive additional small group instruction which focuses on specific needs.
- There is an elementary math coach within the district which provides instruction to teachers, model strategies in the classroom, and acts as a resource for all teachers.
- The district utilizes a mastery approach to instruction allowing for greater acquisition of knowledge and understanding.

E. Strategies- Students at risk §1114(b)(7)(iii)

Describe the strategies used to 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, through activities which may include:

(Check the box and respond to all that apply)

- (l) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

- In addition to the strategies already mentioned, Eagle Heights collaborates with various community groups to build confidence and efficacy among students who need extra support. Within the school, students are selected to participate in the Mentoring Program and Student Adventures (after-school program). 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.
- Eagle Heights has also partnered with local businesses where their employees volunteer to read with our students providing support and positive feedback as the student reads aloud.

- Eagle Heights will implement a School-Wide Intervention Team. As a part of the Multi-Tiered Support System, our school has an Intervention Team in place to organize and monitor Tier 2 and Tier 3 interventions for students with significant skill and/or will issues including medical, behavior or attendance issues that interfere with academic success. This team will support teachers and students with effective strategies for academic, attendance, behavior, motivation and any other issue that is keeping the child from being successful.
- Eagle Heights effectively monitors learning and achievement through its monthly Intervention Team meetings. Each grade level meets to analyze team data and support individual teachers to better meet the needs of all students but especially those having difficulty with academics, behavior, attendance and/or physical/mental health concerns.

- (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

NA

- (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

- Through grade-level Professional Learning Communities, common formative assessments are designed and used regularly to drive instruction and to identify those students needing intervention. Students are individually monitored for progress and additional intervention is provided as necessary.
- Teachers at Eagle Heights regularly monitor student academic progress toward standard, benchmark, and objective mastery. Using this data, the staff knows which students are likely to need support, and teachers provide it with extra classroom assistance, referral for Title I support, and Student Adventures/Mentoring tutoring during and after the school day.
- Focused Reading instruction that features assessment and collaboration ensures student growth at all levels.
- The curriculum format in the CCSD system entails many components; including the use of pacing guides and unit plans, and pre-assessments for mastery learning, all of which detail the instruction that should go on in a lesson that will result in mastery for every student in the class.

- Common Formative Assessments are designed and used effectively to gather numerous data points. This data is used to improve Tier 1 Effective Core Instruction and to identify students for support with Tier 2 and Tier 3 interventions.
- Individual conferencing with students is also used to clearly emphasize student learning and success.
- The use of technology is embedded in instructional practices for efficiency of learning and student motivation.

- ☒ (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and

- Literacy and Math Instructional Coaches will provide support to teachers individually, within PLC's and as a district grade level team.
- Professional development within the district for all elementary staff as they receive professional development connected to the strategies identified in sections 1 and 2. The professional development focus is professional learning communities including work with Iowa Core Curriculum and Instruction; Gradual Release with a specific focus on productive group work, standards based learning targets, Common Formative Assessments, and the Response to Intervention model with the focus of analyzing data to drive our instruction.
- With full implementation of the Iowa Core for reading and math, K-5 teachers continue to receive professional development training. Specifically, teachers will receive on-going support through the Math Instructional coaches with the Iowa Core math domains and related instructional strategies, especially Cognitive Guided Instruction. Teachers will receive ongoing support through the Literacy Instructional coaches as they continue implementation of the Iowa Core for reading. We maintain a partnership with our AEA to provide additional support as needed.
- Veteran teachers in buildings 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 experience ongoing professional development connected to poverty effects and multicultural understanding.
- Principals are part of a district administrative cadre that focuses and participate in studies on current relevant research regarding school reform and instructional practice.
- All Paraprofessionals 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 and math programs with technology integration of all areas.
- Teachers new to the teaching field are placed in a two year Mentoring Program and assigned a veteran mentor teacher who meets with each teacher at least on a monthly basis.

- ☒ (V) strategies for assisting preschool children in the transition from early childhood education

- Eagle Heights seeks to inform parents about preschool options and cooperate with private day care/preschool providers. Information about hours, care levels, and costs are shared. The schools distribute information about Head Start and Early Learning Programs and helps families enroll in the appropriate program.
- Jointly, the district and the preschool providers in the community have adopted a common set of standards and benchmarks for preschool students based on the Iowa Learning Standards for children ages three-five in the areas of language arts, math, and science.
- Early learning is offered at each preschool site which makes for a smooth transition from preschool to Kindergarten for identified students and provides ideas on readiness activities that can be supported at home.
- The district was awarded a grant that enables the district to offer 4-year old preschool to any child residing in the community. This grant is renewable each year.
- Schools encourage preschool children visit the school before they enroll and use siblings to help preschool 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.

F. Parent and Family Engagement §1114(b)(2) and §1116

Describe how the school will involve parents and family members in the development and evaluation of this plan; planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance; programs that reach parents and family members at home, in the community, and at school.

- Eagle Heights is highly successful in involving parents. Plans to increase involvement include: continued and expanding the tutoring and mentoring programs and special activities connected to parent-teacher conferences regarding student progress. During this school year, teachers will meet with students to review growth plans for individual students ITP documentation. Teachers will share successful practices that increase parent interest in attending and participating in classroom and school activities at the building and district level. A Teacher Resource library is available and used by all staff. Eagle Heights has a kindergarten orientation meeting where parents are informed and encouraged to participate in the school.
- At Eagle Heights, parents will be notified via a parent/student/teacher/principal compact of their child's involvement in Title. Title teacher conducts meetings for parents to share and practice ways parents can support their child's learning at home. Title teacher will also participate in Parent-Teacher conferences twice during the year in order to state the progress of the student and solicit responses from parents as to any suggestion they may have. Teachers value this parent-teacher partnership.
- Parents will be trained at a District-wide Title I parent meeting. Additionally, tips and ideas as to what parents can do at home to assist will be a part of Title communications. Parents will continue to be recruited to help meet the needs each school. Our staff believes that this is an important goal that helps to strengthen the home and school connection.
- In May, a Title evaluation will go home with each student who has received any Title support during the school year. This information will be tabulated and evaluated by the School-wide team to help make decisions for the following year.
- Eagle Heights has an active Parent Teacher Association that meets on a monthly basis to discuss school accomplishments, needs, and concerns. These meetings also serve 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's overall effectiveness.

- Families are provided information to access our Learning Resource Center web site which includes technology resources to support learning from home.

G. Consolidated Programs 1114(b)(7)(B)

If the programs are consolidated, list the specific Federal, State and Local programs that will be consolidated in the schoolwide program. Examples might include programs such as nutrition programs, housing, Head Start, adult education, homeless education, etc.

- The district continues a long history of community collaboration designed to maximize resources that promote student successes. The Title 1 program is coordinated at the district level by the Director of Learning and Collaboration. 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. A social worker has been working in the schools as part of an agreement with the local AEA. This staff member works with parents and students with family court hearings, Department of Human Services, and counseling.

H. Monitoring and Revisions §1114(b)(3)

This schoolwide plan and its implementation shall be regularly monitored and revised based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. How do you plan to monitor and revise this plan?

- Eagle Heights Title staff will review and analyze assessment data from FAST early Reading, FAST CBM Reading, FAST aReading, FAST Math, and other common data points to review the achievement of individuals as well as program effectiveness. These students will be monitored during the time they are enrolled at Eagle Heights to see if additional help will be required. Parents will be informed of their child's progress in these assessments.
- Academic analysis and goals are written at the student, classroom, teacher, building and district level. These are known quantities and are published individually to parents in the district and on a school basis to the district.

I. Required for Secondary programs §1114(b)(7)(A)(iii)(II)

Dual or Concurrent Enrollment programs for Secondary Schools (Address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards; training for teachers, and joint professional development for teachers in collaboration with Career and Technical educators and educators from institutions of higher learning; tuition and fees,

books, required instructional materials for such program, and innovative delivery methods; transportation to and from such program.)

NA