

Title 1 Schoolwide Plan

Harold Schnell Elementary

OVERVIEW

The mission of the West Carrollton Schools and Harold Schnell Elementary is to ***Engage Students' Minds, Muscles, and Imaginations***. In doing so, teachers must plan effective lessons, implement and assess skills using formative assessment process, and collaborate with one another. Effective use of data to influence instructional decisions is another core strategy for positive change and student achievement. To maximize instructional effectiveness, the staff uses a variety of data to guide its instructional decision-making. The sources used to generate the data include formative and/or summative assessments at the State and district levels.

ASSURANCES

- All staff at Harold Schnell Elementary are highly qualified.
- Staff paid with Title I funds are free to work with all students in the building.
- The Schoolwide Plan evaluates the impact of services on student achievement annually and revisions to the Plan are made to reflect new or ongoing needs.
- The planning process involves all staff, parents and community members in the implementation and evaluation of the Title I Schoolwide program.

STUDENT LEARNING PRIORITIES

- Increase the percentage of students meeting benchmark on the i-Ready Diagnostic Assessment
- Increase math computation and math problem solving skills

SCHOOL PERFORMANCE PRIORITY

- Increase parent involvement
- Increase reading and ELA performance of students by 5%
- Improve school climate with the use of PAX, PBIS, and the Developmental Assets

SCHOOLWIDE STRUCTURES AND SYSTEMS

Strategy	Advantages	Action
1. Enhance the comprehensive schoolwide needs assessment and annual evaluation	<ul style="list-style-type: none"> • Builds opportunity for staff to reflect on strengths and gaps • Provides a comprehensive picture of school and priority areas • Considers additional data beyond standardized tests • Can become a catalyst for dialogue among all staff about future directions 	<ul style="list-style-type: none"> • Administer Parent Satisfaction Survey • Review State Report Card data and trends • Set and monitor schoolwide goals at BLT and DLT meetings
2. Restructure instructional delivery model to implement literacy and/or mathematics learning blocks	<ul style="list-style-type: none"> • Focused and extended opportunity for student learning • More opportunity to build in differentiation (varied activities and groupings) and interventions • May result in new collaborative teaching teams with shared planning time 	<ul style="list-style-type: none"> • Every student will receive a minimum of 120 minutes of instruction in the area of language arts and 90 minutes of instruction in the area of math • Deliver instruction through a collaborative grade level approach that implements co-teaching methods.
3. Develop a balanced assessment system that incorporates formative, benchmark, and summative assessments	<ul style="list-style-type: none"> • Provides a more complete picture of student learning needs • Can help teachers design instruction • Brings teachers together to collaborate and allows 	<ul style="list-style-type: none"> • Administer the i-Ready Diagnostic, three times a year in reading and math, for student baseline data and monitor data • Monitor student performance with

	consistency to instructional program	common formative assessments <ul style="list-style-type: none">• Conduct weekly grade level meetings to discuss student progress and effectiveness of instructional strategies
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IN THE CLASSROOM

Strategy	Advantages	Action
<p>1. Employ highly qualified teachers who will work collaboratively across grade levels e.g., coaches, instructional resource teachers</p>	<ul style="list-style-type: none"> • Impacts directly the quality of the teaching and learning of students • Can provide more consistency and communication across classrooms serving students who require additional assistance • Models best practice and feedback to teacher 	<ul style="list-style-type: none"> • Employ a Title 1 specialist to deliver instruction directly to students and to coach interventionists and other staff working directly with students
<p>2. Provide additional interventions and strategies to students who require additional assistance</p>	<ul style="list-style-type: none"> • Greater support to learners • Increases opportunities for early intervention 	<ul style="list-style-type: none"> • Provide a minimum of 30 minutes additional literacy support for students in grade 1-3 who are deemed "Not on Track" for the Ohio Third Grade Guarantee • Research and implement new interventions that may be effective in building vocabulary, comprehension, and fluency skills of young readers

STAFFING

Strategy	Advantages	Action
1. Reduce <i>the pupil/teacher ratio</i> to improve instruction	<ul style="list-style-type: none"> • Create a learning environment that supports individual students with more consistency • Ability to ensure that students have the skills they need to be successful • Increases opportunities for learning • Focused support can yield accelerated results 	<ul style="list-style-type: none"> • Assign interventionists to each grade level to provide dedicated support in the areas of math and literacy to struggling learners • Provide grade level common planning time to ensure common instructional time • Implement co-teaching and differentiation models to reach struggling learners

PROFESSIONAL DEVELOPMENT

Strategy	Advantages	Action
1. Design and implement a <i>comprehensive professional development plan</i> focused on identified areas of need	<ul style="list-style-type: none"> • Communicates a focused vision that addresses identified gaps • Allows staff to design different strategies that fit the context of the school and students • Builds on practices that sustain the initiatives • Involves all stakeholders 	PD topics to include: <ul style="list-style-type: none"> • Co-teaching • Differentiation • Journeys • Curriculum support • PBIS • PAX • Extended Standards • TBT • OIP process • i-Ready analysis

MATERIALS AND RESOURCES

Strategy	Advantages	Action
1. Purchase additional supplemental materials, supplies and software	<ul style="list-style-type: none"> • Provides different and effective learning strategies • Helps teachers become more proficient with use of technology that supports student learning 	<ul style="list-style-type: none"> • Purchase of the Journeys curriculum to provide grade level and differentiation text • Utilize the i-Ready online lessons for differentiation learning opportunities for students

FAMILIES AND COMMUNITY

Strategy	Advantages	Action
1. Provide on-going opportunities (including resources) to parents that focus on reading and math support	<ul style="list-style-type: none"> • Helps families interact with their students in these areas • Provides ways for families to get to know each other over time 	Conduct and invite families to the following: <ul style="list-style-type: none"> • Back to School Night • Family Literacy Night • Holiday Program and Art Show • Family Math Night • Carnival • Student Recognition Assemblies • PTO Meetings
2. Increase community involvement in activities that increase student learning	<ul style="list-style-type: none"> • Determine academic service learning opportunities in the community • Look for ways the community spotlights reading/math e.g. occupations, technology 	<ul style="list-style-type: none"> • Each grade level will select a community agency to support through collaboration and service learning opportunities • Students will have the opportunity to participate in a Project Based Learning experience in which members of the community serve as the public audience and/or learning contributors to the students' projects