

Title I Schoolwide Plan

Harry Russell Elementary

The mission of the West Carrollton Schools and Russell 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.

STUDENT LEARNING PRIORITIES

- Increase achievement in written communication and vocabulary
- Increase math computation and math problem solving skills

SCHOOL PERFORMANCE PRIORITY

- Improve collaboration
- Increase parent involvement

Schoolwide Reform Strategies

1. Increase achievement in written communication and vocabulary
 - Implement Common Core Standards
 - Implement Project Based Learning
 - Deliver 90 minutes of ELA daily at a minimum
 - Employ RMV Specialist
 - Employ additional intervention support staff in grades 1 and 2 through ESSA waiver funds
 - Learning Nights for School Community
 - Continuous use of data to guide instruction
 - Use of Writing Strategies/Best Practices
 - Post and instruct the 3 Tiers of vocabulary
 - Assess students using the DRA quarterly

2. Increase achievement in math computation and math problem solving skills
 - Implement Common Core Standards
 - Implement Project Based Learning
 - Implement Math-In-Focus Curriculum
 - Instruct students in bar modeling
 - Learning Nights for School Community
 - Cooperative Groups
 - Differentiated Lesson Plans
 - Continuous use of analyzed data to guide instruction

3. Improve collaboration for instructional decision-making
 - Common Planning/Collaboration Time
 - RMV Specialist
 - Weekly Grade Level Meetings
 - Thursday Early Release for Staff Planning and Professional Development

4. Increase parent involvement
 - Provide monthly opportunities for parents to attend school functions that promote learning and positive school relationships
 - Conduct annual needs assessment and program evaluation
 - Weekly newsletters

Highly Qualified Professional Staff

100% of the Russell staff is Highly Qualified. For new or beginning teachers, we offer a mentoring program to guide, support and assist them throughout the year.

Professional Development

Job-embedded activities are the focus of professional development efforts at Russell Elementary. Instructional, Creativity, and Curriculum coaches provide support of district and building initiatives such as Project Based Learning, Math Problem Solving, Reading Fluency, and Comprehension Strategies.

Strategies to Increase Parent Involvement

1. Letters will be sent to parents annually notifying them that all students are eligible for Title I services because of our building's schoolwide designation.
2. All parents will be invited to attend Back to School Night in the fall. A portion of this meeting will serve to acquaint participants with the information about the Schoolwide Title I Program and to encourage parents to attend conferences and/or to arrange for class visitations, if so desired.
3. Intervention support teachers will be available for parents to communicate any concerns, comments, or suggestions that may arise, and timely response to parent inquiries will be made.
4. Intervention Support teachers will be available for parent-teacher conferences twice yearly and at the request of parents if concerns arise throughout the year.
5. Parents will receive Standards Based Report Cards and DRA scores at the end of each grading quarter.
6. Parents will be invited to attend Family Literacy Night and will receive materials in order to support their child's learning.
7. In the fall of each school year, all parents of students will be requested to complete a needs assessment survey, and in the spring a program evaluation form regarding parental involvement.
8. Parent input from the needs assessment and program evaluation surveys will be documented and recommendations will be considered.

Including Teachers in the Decision Making Process

- Grade Level Meetings
- School Improvement Team Meetings
- Surveys
- Informal and Formal Conversations
- Open Door Policy
- Professional Learning Communities

Activities to Ensure Mastery for Students Who Experience Difficulty

- Collaborative planning
- Instructional support from RMV Specialist
- Additional staff hired with ESSA waiver funds for grades 1 and 2 literacy support
- Data Analysis
- Flexible Grouping
- Ongoing assessment and progress monitoring

Individual and School Student Assessment Results Provided to Parents

- Report Cards quarterly
- Reading Improvement Monitoring Plan (RIMP) data summaries quarterly
- Fall and Winter Parent-Teacher Conferences
- Communication with parents –agenda books, communication folders
- Open door policy to visit classroom
- Family Learning Nights
- Website
- Newsletters

Collection and Disaggregated Data

Classroom teachers are thoroughly trained and participate in a collaborative data team process. Teachers review assessments, both summative and formative, to pinpoint specific weaknesses as a grade level. They collect pre-test data, pinpoint specific skills and areas, and collaborate on strategies and interventions to produce mastery of those skills. Following instruction, post-test data is collected and analyzed to determine the effectiveness of the strategies. Data is tracked on each student and progress is monitored to increase success for all learners.

This data also assists teachers in identifying learners needing additional support. Once these students are identified, classroom teachers begin implementing interventions and strategies through RTI. Using the RTI process and framework,

teachers collaborate and develop specific interventions to use, as well as receive needed support for those learner.

Valid and Reliable Assessment

Test results from numerous assessment pieces are analyzed each year to identify specific strengths and growth areas in student performance. This information is used to direct teaching strategies and guide instruction. Data is collected from:

- Ohio State Assessments
- Developmental Reading Assessment (DRA)
- Teacher created formative assessments
- Ohio English Language Proficiency Assessment (OELPA)
- Ohio Diagnostic Assessments
- Iowa and CogAT Assessments

Provisions for Public Reporting of Disaggregated Data

Russell understands the importance of communicating data to its stakeholders. As a result, we insure all stakeholders have access to necessary data by utilizing the following:

- Newsletters
- Parent Meetings
- PTO
- Family Learning Nights
- Open House/Back to School Night
- School and District Websites
- Marquee