

CF Holliday Elementary

TITLE I SCHOOLWIDE PLAN

OVERVIEW

The mission of the West Carrollton Schools and CF Holliday Elementary is to ***Engage Students' Minds, Muscles, and Imaginations***. In doing so, teachers must plan effective lessons, implement and assess skills using formative assessment processes, and collaborate using the TBT process to analyze data. 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 certified staff at CF Holliday 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, specifically focusing on explicit and systematic phonics and vocabulary instruction
- Increase math computation and math problem solving skills to enhance number sense and algebraic thinking.
- Implement *7 Mindsets*, PAX and PBIS lessons to improve student social-emotional learning outcomes

SCHOOL PERFORMANCE PRIORITY

- Increase parental involvement
- Increase ELA performance by 10%
- Increase Math performance by 10%
- Implement PAX, PBIS, SEL and the 7 mindsets to improve student social, emotional skills

Strategy	Advantages	Action
<p>1. Enhance the comprehensive schoolwide needs assessment and annual evaluation</p>	<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 and analyze state and local data and trends • Set and monitor schoolwide goals at TBT, BLT, and DLT meetings
<p>2. Restructure instructional delivery model to implement literacy and/or mathematics learning blocks</p>	<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 90 minutes of ELA and 60 minutes of math • Deliver instruction through a collaborative grade level approach that implements co-teaching methods. • Implement a No New Instruction Time to support all learners through remediation and enrichment based instruction • Implement an after school tutoring program for student that are at risk of not reading on grade level
<p>3. Develop a balanced assessment system that incorporates</p>	<ul style="list-style-type: none"> • Provides a more complete picture of student learning needs 	<ul style="list-style-type: none"> • Administer the i-Ready Diagnostic, three times a year in reading and math, to collect student

<p>formative, benchmark, and summative assessments</p>	<ul style="list-style-type: none"> • Can help teachers design instruction • Brings teachers together to collaborate and allows consistency to instructional program 	<p>baseline data and to monitor growth throughout the year</p> <ul style="list-style-type: none"> • Monitor student performance with common formative assessments aligned to district wide pacing guides and assessments • Conduct bi-weekly grade level meetings to discuss student progress and effectiveness of instructional strategies • Use district walk through data to measure implementation and effectiveness of instructional strategies
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IN THE CLASSROOM		
Strategy	Advantages	Action
<p>1. Employ highly qualified <i>teachers, instructional coachings, SEL specialists and paraprofessionals to support student learning priorities</i></p>	<ul style="list-style-type: none"> • Impacts directly the quality of the teaching and learning of students • 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"> • Implement research based interventions focusing on phonics, comprehension, and vocabulary • Provide additional supports in literacy to all first through fifth grade students • Consult with the district literacy specialist who

		<p>will coach staff working directly with student</p> <ul style="list-style-type: none"> • Offer after school tutoring in math and reading to 1st-3rd grade students not yet reading on grade level • Offer summer school to elementary students
<p>2. Provide additional <i>interventions and strategies</i> 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
<p>1. Reduce <i>the pupil/teacher ratio</i> to improve instruction</p>	<ul style="list-style-type: none"> • Create a learning environment that supports individual students with more consistency 	<ul style="list-style-type: none"> • Employ two additional interventionist who will work with first through fourth graders deemed “Not on Track” for the Ohio Third Grade Guarantee

	<ul style="list-style-type: none"> • 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 effective implementation of curriculum by staff • Implement co-teaching and differentiation models to reach struggling learners
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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"> • 95% Phonics and Comprehension • Heggerty Phonemic Awareness, grades second-fifth • Number Talks • SEL, 7 Mindsets, PBIS, PAX • Smekens Writing Framework • Training the data analysis features of iReady, ALEKS, ProCore

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"> • Utilize the i-Ready online lessons for differentiation learning opportunities for students • MyMath • 95% Core Phonics, grades 1-3 • 95% Comprehension Intervention, grades 3-5 • 95% Phonics Intervention, grades 1-5 • Handwriting Without Tears • Reading A-Z materials • Adopt a new ELA curriculum for the 2022-2023 school year • After-School Tutoring Program

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

		<ul style="list-style-type: none"> • Family Science Night • Holiday Program • Family Math Carnival • Student Recognition Assemblies • PTO Meetings
<p>2. Increase community involvement in activities that increase student learning</p>	<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"> • Dayton Metro Library Partnership • BOGG Ministries • Crayons to Classrooms for resources and materials