

Title 1 Schoolwide Plan

Harry Russell Elementary

OVERVIEW

The mission of the West Carrollton Schools and Harry Russell Elementary is to ***Engage Students' Minds, Muscles, and Imaginations***. In doing so, teachers must plan effective lessons, implement and assess skills using formative and summative assessments, 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 certified staff at Harry Russell 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 while building number sense and algebraic thinking skills
- Increase phonics and vocabulary skills

SCHOOL PERFORMANCE PRIORITY

- Increase parent involvement
- Increase reading and ELA performance of students by 10%
- Increase math performance of students by 10%
- Improve school climate with the use of PAX, PBIS, and SEL/ 7 Mindsets.

Schoolwide Systems and Structures

Strategy	Advantages	Action
1. Enhance the comprehensive schoolwide <i>needs assessment</i> 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 TBT, BLT and DLT meetings
2. Restructure instructional delivery model to implement <i>literacy and/or mathematics learning blocks</i>	<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 learning blocks • Provide English Language Services to English Learners • Implement an after school tutoring program for student that are at

		<p>risk of not reading on grade level by the end of the school year</p> <ul style="list-style-type: none"> • Provide summer school learning opportunities to elementary students
<p>3. Develop a <i>balanced assessment system</i> that incorporates formative, benchmark, and summative assessments</p>	<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 consistency to instructional program 	<ul style="list-style-type: none"> • Administer the i-Ready Diagnostic, three times a year in reading and math, collect student baseline data and monitor growth throughout the year • 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, assessment measures, and interventions • Use district walk through data to measure implementation and effectiveness of instructional strategies

IN THE CLASSROOM

Strategy	Advantages	Action
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<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 • 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"> • Focus intervention opportunities on phonics, language, comprehension and vocabulary instruction • Provide additional literacy supports to all first through fifth grade students weekly • Consult with the district literacy and math specialist to provide coaching to staff • Implement an after school tutoring program lead by qualified teachers
<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"> • Support first through fifth grade students in literacy skills • Target literacy instruction for student that are struggling with phonics, comprehension, fluency, and vocabulary • Research and implement new interventions that may be effective in building literacy skills

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"> • Employ two additional interventionist who will work with first through fourth graders deemed “Not on Track” for the Ohio Third Grade Guarantee • Assign ESL support to each grade level • Provide intervention in both math and literacy at all grade levels • Use a co-teaching model, where applicable, to meet the needs of each grade-level

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"> • i-Ready, ALEKs, and ProCore data analysis training • Smekens Writing Framework • SEL, PAX, PBIS, 7 Mindsets • 95% Group Phonics (Core and Intervention)

		<ul style="list-style-type: none"> • 95% Group Comprehension Intervention • Heggerty Phonemic Awareness Training, grades second-fifth • Number Talks
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MATERIALS AND RESOURCES

Strategy	Advantages	Action
1. Purchase additional <i>supplemental materials, supplies</i> and <i>software</i>	<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

Families and Community

Strategy	Advantages	Action
1. Provide <i>on-going opportunities</i> (including resources) to parents that <i>focus on reading and math support</i>	<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 	<p>Conduct and invite families to the following:</p> <ul style="list-style-type: none"> • Back to School Night • Student Recognition Assemblies • PTO Meetings • Parent Meetings • Family Learning Nights • ESL Family Nights • Open House/Back to School Night <p>Communicate through:</p> <ul style="list-style-type: none"> • Newsletters, school-wide and homeroom specific • School and District Websites

		<ul style="list-style-type: none"> • Marquee
<p>2. Increase <i>community involvement</i> 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 • ????