

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 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 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

- Provide targeted ELA support and enrichment to students in first through fifth grade with a focus on the explicit delivery of systematic and evidence-based phonics and vocabulary instruction to improve reading comprehension.
- Provide targeted math instruction that focus on teaching practices that specifically enhance number sense and algebraic thinking.
- Implement 7 *Mindsets*, PAX and PBIS lessons to improve student social-emotional learning outcomes

SCHOOL PERFORMANCE PRIORITY

- Between SY22 and SY24, all students (1-5) will demonstrate 10% growth annually in English Language Arts and mathematics based on local, state and national assessments.
- Using the Panorama student survey, students will demonstrate 10% growth on priority skills in the social, emotional learning curriculum
- The school will offer at least one parent engagement activity each quarter in which parents are engaged in student learning priorities (ELA, math and SEL)
- 80% of families will attend at least one parent engagement activity over the course of the school year.

Schoolwide Systems and Structures

Strategy	Advantages	Action
1. Utilizes the Ohio Improvement Process as an organizational strategy to implement and monitor effectiveness of instruction based on student needs and ongoing assessment data.	<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 and analyze trends • Analyze data and trends from state and local assessments to identifies areas of need • Set and monitor schoolwide goals at TBTs, BLTs and DLT meetings
2. Restructure instructional delivery model to implement <i>literacy and/or mathematics learning blocks</i> along with implementing a systemic, tiered practices including PBIS, PAX and social emotional learning to create a safe and supportive learning environment for all students.	<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 • New collaborative teaching teams with shared planning time Creates a tiered system of support for students to meet school-wide expectations and receive individualized support • Fosters collaboration amongst staff and families in areas of school climate • Allows for staff to analyze school culture data throughout the year and make changes if needed to improve the climate of the school 	<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 • Implement an after school tutoring program for students that are at risk of not reading on grade level • Assess students on SEL skills twice a year

		<p>using the Panorama survey</p> <ul style="list-style-type: none"> • Implements a robust PBIS program which also supports SEL components • Implements PAX which is a universal prevention intervention to teach self-regulation, self-management and self control. • Engage families in school culture initiatives by offering a parent trainings and family SEL tips
<p>3. Develop a <i>balanced assessment system</i> that incorporates formative, benchmark, and summative assessments aligned to the district pacing guide</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, for student baseline data and monitor data • Monitor student performance with common formative assessments aligned to the district's pacing guides and school priorities • Conduct TBT meetings aligned to the school priorities to discuss student progress and effectiveness of instructional strategies

IN THE CLASSROOM

Strategy	Advantages	Action
1. Employ highly qualified <i>teachers, instructional coachings, SEL specialists and paraprofessionals to support student learning priorities</i>	<ul style="list-style-type: none"> • Impacts directly the quality of the teaching and learning of students • Provides more intervention • Can provide more consistency and communication across classrooms serving students who require additional assistance • Models best practices and provides feedback to teachers 	<ul style="list-style-type: none"> • Implement intervention programming in all grades to the meet the needs of diverse learners • Implement the 7 Mindsets SEL curriculum • Continue practices such as co-teaching and TBT to support classroom teachers with best practices
2. Provide additional interventions to students who require additional assistance	<ul style="list-style-type: none"> • Greater support to learners • Increases opportunities for early intervention 	<ul style="list-style-type: none"> • Provide additional literacy support for students in grades 1-3 who are deemed “Not on Track” for the Ohio Third Grade Guarantee • Research and implement new interventions aligned to school priorities including number talks, explicit instruction in phonics, and vocabulary instruction • Offer after-school tutoring to students to support literacy and math needs

3. Implement instructional strategies aligned to the school's priorities	<ul style="list-style-type: none"> • Establishes common district-wide practices to support student needs • Ensures teaching practices are researched based and support diverse learning needs 	<ul style="list-style-type: none"> • Implement 95% phonics instruction • Incorporate SIOP strategies to increase vocabulary and language acquisition • Implement "Number Talks" and "Making Sense of Math: Reasoning & Discourse" to implement strategies for number sense.
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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"> • Designate an additional intervention staff member to support students who are on RIMPs in grades 1-3 • Assign a paraprofessional to support struggling learners • 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 across the district to foster collaboration and accountability • Implement co-teaching and differentiation models

		to reach struggling learners
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PROFESSIONAL DEVELOPMENT		
Strategy	Advantages	Action
1. Design and implement a comprehensive professional development plan focused on identified areas of need and data from continuous assessments and walkthroughs	<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 Reading Comprehension Number Talks 7 Mindsets SEL Curriculum PBIS PAX Data analysis of benchmark and Pacing Assessments Smekens Writing Framework

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"> “Number Talks” and “Making Sense of Math: Reasoning & Discourse” to implement strategies for number sense Utilize the i-Ready online lessons for differentiation learning

		<p>opportunities for students</p> <ul style="list-style-type: none"> • 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
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Families and Community		
Strategy	Advantages	Action
1. Provide <i>on-going opportunities</i> (including resources) to parents that <i>focus on the school's reading and math priorities and social and emotional skills</i>	<ul style="list-style-type: none"> • Helps families interact with their students in these areas • Offers engagement events and activities that are linked to learning and students needs and includes families as experts in the learning process 	<p>Conduct and invite families to the following:</p> <ul style="list-style-type: none"> • Back to School Night • Family Literacy Night • Family Math Night • Student Recognition Assemblies • PTO Meetings • PAX Parent Training • District Family Engagement Events
2. Increase <i>community involvement</i> in activities that increase student learning	<ul style="list-style-type: none"> • Determine academic service learning 	<ul style="list-style-type: none"> • Dayton Metro Library Partnership

	<p>opportunities in the community</p> <ul style="list-style-type: none"> • Look for ways the community spotlights reading/math e.g. occupations, technology 	<ul style="list-style-type: none"> • Coordinate the Schnell SPARK leadership and community mentoring program in 4th and 5th grade
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