



Elk Grove Unified School District

Mary Tsukamoto Title I School Wide Program Plan 2015

March 2015



Goal of Title I, Part A:

To assure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards and State academic assessments.

Principal Signature

Mary Tsukamoto School Wide Program Plan

Overview

This document provides NCLB-mandated requirements for Title I Schoolwide Plans. Your Title I Schoolwide Program Plan is a written document that provides a profile of your school, students, and teachers. It is a comprehensive reform strategy designed to upgrade the entire educational program of your school. The primary goal of the plan is to describe the actions that your staff plans to take to address all student needs, particularly those who are low-achieving, and provide them with the materials, instruction, and instructional time they need to demonstrate proficient and advanced levels on State academic achievement standards.

The schoolwide approach is based on the premise that comprehensive reform strategies, rather than separate add-on services, focused on improving all structures that support student learning, are most effective in raising academic achievement for the lowest achieving students in a school. Your Title I plan does not “stand alone,” but rather is a part of the overall planning processes in the school and district. Consolidated Applications, Title I Schoolwide Plans, Site Local Control Accountability Plans and Accreditation Plans have common themes:

- Reduction in fragmented planning and services
- Collaboration across programs and strategies
- Cohesive, whole school focus on student achievement results
- Intensive, sustained professional development
- Data driven decisions to close achievement gaps

Plans with a few clear and focused goals make the difference in student achievement. The goals should be based on data analysis conducted by school staff. Identified needs should be addressed through research-based instructional strategies that will accelerate learning. Budget expenditures should be directly correlated to program goals. Evaluation of program goals provides accountability. (Bernhardt, 2004).

Core Elements of Schoolwide Programs

The three main core elements of a schoolwide program are (34 CFR 200.26):

- A school operating a schoolwide program must conduct a comprehensive needs assessment that identifies the school’s strengths and challenges in key areas that affect student achievement [Section 1114(b)(1)(A) of Title I of ESEA].
- The school must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment [Section 1114(b)(1)(B-J) and (34 CFR 200.27) of Title I of ESEA]. The schoolwide plan must:
 - ❖ Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the State’s proficient or advanced levels of academic achievement;
 - Provide instruction by highly qualified teachers;
 - Offer high-quality, ongoing professional development;
 - Create strategies to attract highly qualified teachers;

- Create strategies to increase parental involvement;
- Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs;
- ❖ Identify measures to include teachers in decisions regarding the use of academic assessments;
- ❖ Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and
- ❖ Coordinate and integrate Federal, State and local services and programs.
- The school must evaluate annually the outcomes and the plan’s implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written (34 CFR 200.26).

Checklist to Establish a Schoolwide Program Plan

- Provide as much information as is necessary to clarify your needs, guide the work of your teachers, and allow you to evaluate your effectiveness.
- As you develop your plan, create management systems that allow you to easily access data and other information that you will need to document growth, disaggregate results across subgroups, update your school profile, and look at longitudinal trends.
- Efficiently manage your plan to:
 - Involve teachers and parents.
 - Collect all the data you need to develop clear measurable goals.
 - Analyze the data and identify school strengths and challenges.
 - Develop an effective plan.
 - Create timelines for implementation.
 - Identify needed professional development.
 - Monitor the effectiveness of your plan and make changes as necessary.
- Ensure that your Title I Schoolwide Plan is an extension of the classroom instructional program and a part of your overall school improvement process, not an isolated entity.
- Make sure that the Title I Schoolwide Plan is a priority for all staff, not just another “must-do” in a long list of requirements.
- Establish a school planning team, in consultation with the district, composed of representatives from all stakeholder groups: the principal, teachers, school site council (SSC), other staff who will carry out the SWP plan, parents, district personnel and community members. Adding district personnel to the school planning team meets the requirement of utilizing a technical assistance provider.
- The school planning team begins the process by conducting a comprehensive needs assessment.
- The school planning team develops a comprehensive Title I Schoolwide Plan based on the results of the comprehensive needs assessment. The plan is developed with the involvement and support of all stakeholder groups. The plan contains all the required components of a SWP and is approved by the SCC.

- The local governing board reviews and approves the SWP plan. The date of local board approval is the eligible start date for implementing the SWP.
- The district reports the change in Schoolwide Program status within the Consolidated Application and Reporting System utilizing the data collection report named Title I, Part A Notice of Authorization of School Wide Program for the fiscal year in which implementation of SWP is begun. The status information provided by the LEA in this report feeds into other reports, and therefore, it is very important that the change is reported in the data collection report that pertains to the correct fiscal year of the initial implementation.

Tsukamoto Title I Schoolwide Program Plan

In the creation of a comprehensive plan, the schoolwide planning process moves from collecting and analyzing data and identifying needs to prioritizing those needs and developing a comprehensive plan to address them. Writing the plan is an extremely important step in this process, since a well-constructed plan provides a blueprint for all core operations in the schoolwide program. Done well, the plan brings focus and coherence to activities and helps ensure unity of purpose, alignment, and clear accountability.

A comprehensive plan must address all nine of the components defined in [Section 1114(b)(1)(B-J) of Title I of ESEA]. Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program.

Address all of the Title I Schoolwide Program Plan Requirements

1. **Schoolwide reform strategies:**
Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.
2. **Instruction by highly qualified teachers:**
High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.
3. **High-quality and ongoing professional development:**
Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.
4. **Strategies to attract highly qualified teachers to high-need schools:**
Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.
5. **Strategies to increase parental involvement:**
Research continues to demonstrate that successful schools have significant and sustained levels of

parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

6. Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:

This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

7. Measures to include teachers in decisions regarding the use of academic assessments:

In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

8. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:

The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

9. Coordination and integration of Federal, State, and local services and programs:

Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

10. Evaluation and on-going program development:

The plan must be under ongoing review and specific revision to provide additional assistance to eligible students as necessary to enable them to meet state standards.

Steps in Writing a Title I Schoolwide Program Plan

Schools want all their students to succeed. In order to accomplish this goal, school staff needs to focus on specific goals and strategies for change. The Targeted Assistance planning process allows schools set goals for academic improvement and make decisions about how and when these goals will be achieved.

The Schoolwide Program Plan:

- Sets clear, school wide expectations
- Establishes specific instructional priorities
- Holds faculty to the highest standards in all their activities, including the setting teacher annual performance objectives
- Informs budget and staffing decisions
- Identifies specific strategies to effectively engage parents for the purpose of increasing student achievement

Steps in developing the Title I Schoolwide Program Plan:

1. Complete the Cover Page and School Profile.
2. Address each of the ten requirements in the Title I Schoolwide Program Plan Template.
 - Develop Implementation Plans or descriptions of strategies where appropriate.

- Monitor effectiveness of the implementation of your plan (ongoing review and specific revision).
- Evaluate how effectively of your Title I Program is enabling eligible students to meet State standards.

Directions:

The Written Plan is designed around the Ten Components of the Title I Schoolwide Program Plan. Use the template by **typing** in the boxes and/or by **typing** the answers to the questions in the space after the question. More space may be added as needed.

Tsukamoto Title I Schoolwide Program Plan

Date when Plan will be Implemented 7/1/2016 Plan Status: New X Revised _____

Date Created/Revised April 5, 2016

School District Name:	<u>Elk Grove Unified School District</u>
School Name:	<u>Mary Tsukamoto Elementary</u>
School Address:	<u>8737 Brittany Park Drive Sacramento, CA 95828</u>
Principal:	<u>Elizabeth D. Rueda</u>
E-mail Address:	<u>erueda@egusd.net</u>
Phone:	<u>916-689-7580</u>
FAX:	<u>916-689-7955</u>
School Enrollment:	<u>986</u>
Grade Levels:	<u>K- 6</u>
Free/Reduced Lunch %	<u>77%</u>

#1 SCHOOLWIDE REFORM STRATEGIES: Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in §1111(b)(1)(D)

1. Use effective methods and instructional strategies that are based on scientifically-based research that—
 - a. Strengthen the core academic program in the school;
 - b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - c. Include strategies for meeting the educational needs of historically underserved populations; Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - i. Counseling, pupil services, and mentoring services;
 - ii. College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - iii. The integration of vocational and technical education programs; and
 - d. Address how the school will determine if such needs have been met; and
 - e. Are consistent with, and are designed to implement, the state and local improvement plans.

Implementation Plan for Scientific Research-Based Instructional Strategies				
Objectives				
Activities to Meet Objective (Identify specific practices)	Research-based Principle	Person Responsible	Timeline	Required Resources/ Professional Development Needed
	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>See Document 1- Measurable Growth Targets</p> </div>			

Describe how the reform strategies will be evaluated for effectiveness:

The team will use the evaluation procedures detailed in the Comprehensive Needs Assessment along with the LCAP evaluation tool in order to determine effectiveness of implemented programs and interventions.

#2 Instruction by highly qualified teachers: The Targeted Assistance plan must be part of the overall school improvement process.

§1114(b)(1)(C):

High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Describe efforts to retain highly qualified staff to better meet the individual needs of all students.

Intervention staff members are experienced primary and intermediate teachers that have a strong knowledge base with English Language Arts, reading comprehension strategies and literacy skills for K-6 students. These teachers are members of existing Professional Learning Communities, site resource team and participating members of the Title 1 Planning team. All teachers are highly qualified.

All core content teachers and Title I paraeducators are required to be highly qualified.

Check next to the statement.

All core content teachers and Title I paraeducators in our school are highly qualified

1. List the name of the academic intervention teacher(s) paid from Title I funds and certify if the teacher meets highly qualified status. Include the teacher(s) schedule or the percentage of time working with targeted students.

Teacher Name	HQT Certification	FTE/Hours Allocated to Timesheets
Sherri Johnson	Yes	1 FTE
Laurie Clouse	Yes	1 FTE

2. List the name(s) and Highly Qualified status for any paraeducators working with students paid by Title I funds. Include the paraeducator’s schedule and supervising teacher during each instructional

session. ***(Remember that paraeducators must be under the direct supervision of a Highly Qualified Teacher).***

Paraeducator Name	Schedule	Supervising Teacher
Andina Long	1 FTE	Sherri Johnson
Kelly Peterson	5.5 hrs/day	Sherri Johnson
Cassi Chacon	5.5 hrs/day	Sherri Johnson
Eva Nelson	5.5 hrs/day	Laurie Clouse

#3 High quality on-going professional development: In accordance with §1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.
§1114(b)(1)(D):

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

Provide evidence of ongoing professional development planning that supports administration, teachers, and paraprofessionals to serve students and their needs.

Continuous Professional Development opportunities are afforded to teams of teachers and grade levels based upon student achievement needs and CCSS curriculum and assessments.

Professional Development Trainings attended:

- Kindergarten Team attended Dr. Jean’s Active Learning Adventure one-day seminar in December
- PLC Facilitator Team attended PLC Summit in February (one grade level representative, K-6)
- On-going On Grade Level Reading trainings provided by district
- PLC Saturday Summit- 3 a year- one representative, K-6, including Resource
- Two 3-hour Academic Vocabulary Toolkit PD offered to all teachers, 3rd- 6th
- ELA/Math and ELD coaches provide on-going training to staff on a monthly basis, or as grade level need/interest dictates

We are focusing on the following areas to support students in meeting the state’s academic achievement standards:

Administration

- Providing quality, informative and specific feedback to teachers during classroom observations regarding instructional best practices.
- Executing parent inclusive events and programs offering them the opportunity to become

empowered and active in their child's educational success

- Promoting PLC research-based practices that have been proven to promote student achievement. From collaboration at the grade level, to the staff level, focused on meeting the various needs of our students.

Teachers

- Implementation with fidelity of CCSS aligned curriculum
- Attend professional development opportunities and actively participate in collaborative meetings to lesson plan, create assessments and analyze student data
- Promotion of and adherence to agreed-upon schoolwide PBIS practices and procedures

Paraprofessionals

- Attend professional development opportunities
- Maintain an acute awareness of individualized student goals while promoting a self-sustainable learning environment
- Collaborate with program specialists, administration, teachers and support staff to ensure student needs are met

Describe the on-going and embedded support and follow up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.

Teams collaborate on a regular basis and information regarding student achievement is shared during Leadership team meetings, Co-Ops, Title 1 team meetings and PLC team events. Staff aligns yearlong goals with PD both at the site and district level to ensure that workshops are in direct connection with student needs.

#4 Strategies to attract highly qualified teachers:

§1114(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Describe the strategies used to attract and retain highly qualified teachers:

Certificated staff members are experienced primary and intermediate teachers that have a strong knowledge base with English Language Arts, reading comprehension strategies and literacy skills for K-6 students. These teachers are members of existing Professional Learning Communities, site resource team and participating members of the Title11Planning team.

To recruit and retain highly qualified teachers, it is imperative to create an environment that not only students want to be engaged in, but the staff as well. Such an environment requires significant community building to engage all stakeholders: students, parents, staff, and administration. A strong sense of community is initiated by clearly articulating the vision and mission of the site. Within this positive learning environment, highly qualified teachers are supported by each other, as well

administration, held accountable for results and execution of quality instruction, and are celebrated throughout the year. Through the development of these interpersonal relationships, a reputation develops that attracts highly qualified teachers that want to be a member of a highly effective school site.

#5 Strategies to increase parent involvement:

§1114(b)(1)(F):

Provide strategies to increase family involvement.

1. Describe the key strategies planned to increase meaningful parental involvement that is designed to enhance home-school partnerships and improve student learning for families of targeted students.

Key strategies

Key strategies planned to increase meaningful parental involvement include, but are not limited to:

- Parent Liaison
- Watch DOGS (Dads of Great Students)
- M.O.M.S. (Mothers of Marvelous Students)
- Parent University
- Transition to Kinder
- Coffee with Principal
- Bring Your Parent to School Day

2. Describe the process used to meet with parents of students who have not met academic standards.

Process

When students are identified as not meeting academic standards, the site follows the following process as our Response to Intervention practice:

- Teacher conference with parents to discuss concerns
- Student Study Team meeting held with parents, teacher, resource team, and administration
- Classroom interventions put into action: differentiation in the classroom to help scaffold the curriculum so the students access the curriculum at their level
- iTeam (intervention small group) works with students during WIN time to provide intensive intervention
- Learning Center teacher pulls for small group neverstreaming
- If adequate growth is still not being made, assessments are done to determine possible presence of a disability that is impacting their academic growth

3. Describe how parents are deliberately involved in the decision-making for program and school policy.

Deliberate involvement in decision making

Parents are invited to be actively involved in the decision-making of program and school policy through several opportunities:

- PTO participation and membership
- Monthly Coffee with the Principal
- School Site Council meeting participation and membership
- Stakeholder meetings
- Parent/Family survey participation

4. Briefly describe the process used to develop and implement the Parent Compact.

How and when will the compact be presented to parents?

Compact was presented to families and feedback was obtained at the following parent/community events:

1. Back to School Night
2. Title I Parent Meeting
3. School Site Council Meeting
4. ELAC Meeting

5. List the date and attach the agenda for the annual Title I meeting.

Annual Title I meeting

Title I Parent Meeting held on August 25, 2015

Agenda below:

- Title I General Information
- Programs & Services
- Upcoming Dates
- Questions
- LCAP Survey
- Other/Adjournment

6. Attach a copy of the School Parent Compact and Parent Involvement Policy in relevant languages.

**See Document 3:
School Parent Compact and Parent Involvement Policy**

Certificati

Certify that you have developed, in collaboration with parents, a School Parent Compact and Parent Involvement Policy as required in NCLB Section 1118(b)(1) by checking the box below.

A School Parent Compact has been developed in collaboration with parents. The Compact is available for review upon request.

A Parent Involvement Policy has been developed in collaboration with parents. The Policy is available for review upon request.

6 Plans for assisting preschool students in successful transition:

(§1114(b)(1)(G))

Effective supplemental intervention programs are those that coordinate with and support the regular classroom program. What are the plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs? The school should assist and support children in their transition from early childhood programs to elementary school through activities that are planned, implemented, and assessed.

Explain how your Title I teachers and paraeducators collaborate with classroom teachers and support the classroom instructional program.

Intentional collaboration will take place within the following structured opportunities throughout the school year:

1. Quarterly Title I Team Meetings
2. Monthly Grade Level and Leadership Team Meetings
3. Monthly Staff Meetings
4. District Instructional Trainings/PD's
5. CAST/Co-Op Meetings
6. Release Day PD's
7. Late Start/Early Out periods

You are expected to collaborate with and ensure a smooth transition of students from early childhood programs to your school.

Describe the collaboration that exists between your school and early childhood programs in your district. (e.g. Head Start, pre-schools)

Preschool transition to kindergarten is facilitated through articulation between our PreK and kindergarten teachers two times each year. In the fall, curriculum and the strengths and weaknesses that kindergarten teachers have seen in the CDI preschool students who have transitioned in the past is discussed so that the preschool program can continue to align their program with the needs of kindergarten. When parents register their child for kindergarten they receive a calendar created by the Kindergarten Team to identify student skills for entry into kindergarten and provide parents with activities and resources they can use to assist their child. In early spring teachers and administrators conduct classes for parents of students who will be entering kindergarten in the coming school year.

#7 Measures to include teachers in decisions regarding the use of academic assessments described in §1111(b)(3) in order to provide information on, and to improve, the overall instructional program:

(§1114(b)(1)(H):

Describe the role and activities of teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Academic assessments are developed using input from District staff and personnel along with teams of teachers that analyze student academic deficits and identify effective means in which to support student learning and measure progress made towards individual goals and standards. Teams share data results with Leadership and weekly progress is assessed using the formative assessments utilized by the grade level teams.

#8 Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:

(§1114(b)(1)(I)

The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by §1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Describe the process for identifying students needing additional support to meet academic achievement standards which includes timely identification, implementation, and monitoring of interventions.

Fall and Spring CAST meetings are held to identify and discuss students who are not meeting grade level standards. Interventions are proposed and developed for those that need additional academic and SEL supports in order to meet grade level standards. SST meetings, grade level team meetings, Title I support team meetings and Leadership meetings in which teachers and support staff collaborate around ways to best support student achievement and identify student weaknesses.

Identification of eligible students, their academic needs, and what must be done to address those needs is based on data from a comprehensive needs assessment. (NCLB Sec. 1115(c)(1)(A)). An effective school plan is based on an analysis of a comprehensive set of data that identifies what the school is doing well and where it needs to improve. Complete the needs assessments for Administrators, Teachers, and Parent and Community stakeholder groups. See Appendix A

Sample Chart

Student ID	Scored below ___ on the Reading Assessment	Dibels Results	Scored Below grade on benchmark	Teacher Recommendation Based on Data	Student Served (Yes/No)
		See Document #2 Academic Intervention Data			

#9 The plan must specifically coordinate and integrate Federal, State, and local services and programs outlined in the law itself.

(NCLB Sec.1115(c)(1)(J))

Coordinate and integrate federal, state, and local services and programs.

1. Describe the coordination and integration of Federal and State programs and other local services and programs which are applicable under this Act (i.e., migrant programs, violence prevention, 21st Century).
2. Describe the on-going coordination with other community programs and agencies.
3. Describe how the district supports the Title I Schoolwide School Plan implementation. Include activities and/or strategies for coordinating the Title I Schoolwide School Plan with other district and school improvement efforts.

Identify the partnerships/collaborations you are facilitating and the activities you are integrating into your school program.

Coordination and Integration: (e.g., Head Start, 21st Century):

- Administration meets quarterly with Target Excellence program leads to discuss program effectiveness, concerns/strengths, and next steps in continuing to enhance the school/program connection for our students and families. Additionally, the program coordinator provides a weekly program update for administration to review and provide feedback.
- Site staff members are recruited to provide summer school staffing. The team works together to determine summer school focus, participation criteria, assessment tools to identify and progress monitor, as well as lesson plan for intended outcomes. End of program results are then shared with classroom teachers prior to the new school year starting to provide valuable insight regarding student growth from end of previous year to present.

Community Programs and Agencies:

- Sunrise Rotary Club
- CSD Fun Factory
- Sacramento Public Library
- Vintage Park Community Church
- Sun Grove Community Church
- Vintage Park Neighborhood Watch Organization
- MTES PTO affiliation with Sacramento local businesses

Activities and Strategies:

- CSD Rec Van
- Community involvement during annual Harvest Festival and Winter Celebration
- Third Grade Dictionary Distribution
- Community partner with MTES PTO

Additionally, district initiatives and school improvement drive the focus for the site LCAP. As such, the Schoolwide School Plan addresses how resources are used and spent to meet the demands of district initiatives (ie. On Grade Level Reading, Professional Learning Communities and processes, etc), as well as provide needed supports to our students in order for their academic and social needs to be met. District initiatives and the SSP implementation conjointly promote school improvement efforts.

#10 Evaluation: The school must evaluate annually the outcomes and the plan’s implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written (34 CFR 200.26).

Annually review the effectiveness of the plan to be sure progress is being made.

1. Describe how the effectiveness of the Title I Schoolwide Program Plan will be evaluated.
2. Describe the process to be used by the school and district to regularly review and update the Title I Schoolwide Program Plan to ensure that academic progress is being made by targeted students.

This requirement has two parts: 1) progress monitoring and 2) evaluation.

Requirement #10 – Part 1: Progress Monitoring

Create a monitoring plan that addresses: 1) Scientific Research-Based Instructional Strategies, 2) Extended Learning Opportunities for Acceleration; 3) Professional Development; and 4) Parent Involvement and Family Literacy.

Strategies	How Monitored?	Frequency (How often?)	Check months in which monitoring will occur											
			Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Strategy:	Staff survey responses.		X						X	X			X	
Scientific Research-Based Instructional Strategies	Administrative observations and teacher evaluations completed during the 2014-2015 school year.	Through-out year	X	X	X	X	X	X	X	X	X	X		

	<p>Common assessment data using consistent criteria for grade level teams used for progress monitoring.</p> <p>Student performance on EGUSD CCSS Performance Tasks.</p> <p>Teacher observations of student learning performance.</p> <p>CELDT Data</p> <p>Parent/Community Interviews and Surveys</p> <p>SISWEB Houses used to determine effectiveness of interventions</p>				X			X					
<p>Strategy:</p> <p>Extended Learning Opportunities</p>	<p>CELDT Data</p> <p>Parent/Community Interviews and Surveys</p> <p>SISWEB Houses used to determine effectiveness of interventions</p>	<p>Three times</p>	<p>Oct., Jan./Feb., April</p>		X			X			X		
<p>Strategy:</p> <p>Professional Development</p>	<p>Staff survey responses.</p> <p>Administrative observations and teacher evaluations completed during the 2014-2015 school year.</p>	<p>Yearly</p>	<p>On-going throughout the year</p>	X			X			X			

Strategy: Parent Involvement and Family Literacy.	Increased attendance at school events.	Monthly	Measured after each event based on sign-in/attendance											
	Increase number of newsletters sent to parents.			X	X	X	X	X	X	X	X	X	X	X
	Increase number of parent event opportunities.													
	Parent survey responses.													
	Staff interactions with parents and community.													

Requirement #10 – Part 2: Evaluation

Develop an Evaluation Plan that allows you to summarize your accomplishments at the end of the year and determine the effectiveness of your program and its impact on student achievement. The Evaluation Plan looks at data from the entire year and indicates which areas need to be revised for the upcoming year. Your Plan Review Team should consist of Title I, special education and classroom teachers, parents, and administrators.

**Mary Tsukamoto Title I Schoolwide Plan Evaluation
Decision-Making Framework
2014-2015**

Focus Area: Student Achievement

Evaluation Plan		
Date of Plan Review: September 15, 2015		
Review Team (List Team Members) Elizabeth Rueda- Principal, LaTyia Rolle- Vice Principal, Steven Howe- teacher, Diana VanDePol- teacher, Laurie Clouse- teacher, Lidia Ormonde- secretary, Erin Magnani- parent, Brianna Pickens- parent, Carrie Akaba- parent, Elizabeth Iriate- parent, Brandi Ryan- parent		
Area of Focus	Achievements (Support with Data, Surveys, Other Information)	Next Steps/Revisions
Instructional Strategies	Achievement data, walk through forms	PD provided for grade level teams for best practices around effective instructional strategies
Professional Development Opportunities	Surveys	Formative assessment results reviewed on a trimester basis

Parental Involvement and Family Literacy		using district PLC aligned strategies and data shared with planning team and community
	Surveys, sign in sheets, agendas	Parent/Family feedback reviewed regarding parent engagement events and activities along with continued partnership with MTES PTO in determining use of FACE funds and school expenditures. (ex. Parent Universities, Coffee with the Principal, WATCH D.O.G.S., etc)

Methods of Data Collection	Student Achievement	High Quality Curriculum and Instruction	High Quality Professional Development	Family and Community Involvement
Self-Assessment	<p>Student survey responses.</p> <p>Student work samples.</p>	<p>Pre-and post-observation discussions.</p> <p>Teacher feedback during Staff and Leadership Meetings</p> <p>SEL:Social Skills Support with MHT consultation with staff/families</p>	<p>Evaluation and feedback forms.</p> <p>Informal conversations with teachers and staff.</p>	<p>Parent/Guardian feedback regarding student progress</p>
Observations	<p>Teacher observations of student attitudes and abilities.</p>	<p>Classroom walk-throughs</p> <p>Formal classroom observations</p> <p>ELA Instructional Coach assessment of current practices</p>	<p>Admin. Collaboration with Grade Level teams</p> <p>Formal classroom observations</p> <p>Grade Level Team Meetings</p>	<p>Attendance and participation at parent/community events.</p>
Interviews/surveys	<p>Student survey responses</p> <p>Intermediate Student Leadership interviews</p>	<p>EGUSD teacher survey responses.</p>	<p>EGUSD teacher survey responses.</p>	<p>PTO Board Member interviews</p> <p>Parent/Guardian stakeholder interviews</p>
Data	<ul style="list-style-type: none"> • Grade level common assessments • CELDT scores • AMAO data • Attendance • Behavior intervention • 2013-14 and 2014-15 CAST Data 	<p>Grade-level common assessments.</p> <p>Behavioral Data on SISWEB</p>	<p>Pre and Post questionnaire s completed by staff</p>	<p>Sign in sheets from Parent Meetings held on August 19, 20, October 2, and 3</p> <p>Attendance/ Participation</p> <p>School Site Council Meeting on October 7</p> <p>PTO Meeting on September 29</p>

Appendix A: Title I Schoolwide Comprehensive Needs Assessment

Overview: Comprehensive Needs Assessment

**See Document 4:
Title I Schoolwide Comprehensive
Needs Assessment**

A school wishing to operate a schoolwide Title I program must undertake a specified yearlong planning process. The planning process begins with the required comprehensive needs assessment. [Section 1114(b)(1)(A) of Title I of ESEA]. The needs assessment is critical to developing a schoolwide program, as it reveals the priority areas on which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan and suggests benchmarks for its evaluation, and, as such, is closely linked to all aspects of schoolwide program implementation. The needs assessment is based on academic information about all students in the school, including:

- economically disadvantaged students;
- students from major racial and ethnic groups;
- students with disabilities;
- limited English proficient students,
- and migrant students.

The intent of the needs assessment is to help the school understand the subjects and skills for which teaching and learning need to be improved. It is also used to identify ***the specific academic needs*** of students and groups of students who are ***not yet achieving the state's academic standards***.

The goal of the needs assessment is to provide recommendations to the Title I schoolwide comprehensive school plan. The work of the planning committee is to recommend goals and strategies aligned to the Title I required components.

At a minimum, the committee should recommend strategies in the following areas to inform the comprehensive school plan:

- Identify research-based school reform strategies
- Ensure teachers and paraprofessional are highly qualified
- Provide academic support to meet the state standards for the targeted subgroups (economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students, and migrant students)
- Support professional development needs for teachers and support staff
- Increase parental involvement
- Assist in the transition to kindergarten

- Identify ways for teachers to be involved in decision making
- Ensure students are receiving timely, effective services
- Coordinate Title I with other federal programs, and state and local services

Title I Schoolwide Needs Assessment

What is it the schoolwide needs assessment?

Section 1114(b) of the *No Child Left Behind Act* (NCLB) requires schools that want to operate a schoolwide program to conduct a needs assessment to develop the schoolwide plan. This needs assessment is outlined as a five-step process by the United States Department of Education.

Step 1: Establish a Schoolwide Planning Team

Section 1114(b)(2)(B) of Title I law requires that the plan be developed with the involvement of parents and other members of the community to be served as well as teachers, principals and administrators. This formal planning team should meet regularly to organize and oversee the needs assessment process, guide in the development of the written plan, and conduct the annual review.

Step 2: Clarify the Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. This collective vision defines what the school will look like in terms of student success. The goals and programs identified in the schoolwide plan should align with this vision.

Step 3: Create the School Profile

The school profile is a data-driven description of the school's current status. At a minimum, schools should assess the current status in the focus areas which significantly affect student achievement: student needs, curriculum and instruction, professional development, family and community involvement, and school context and organization.

Step 4: Identify Data Sources

The planning team is responsible for gathering and organizing data related to the focus areas in the school profile. Quantitative and qualitative data may be used (i.e., student achievement results, parent surveys).

Step 5: Analyze the Data

As the planning team analyzes the data, the gaps between the current state of the school and the established vision for reform will become more apparent. The strengths, weaknesses, and areas of critical need will emerge and become the basis for the goals and strategies that will be developed in the written schoolwide plan. Results of the data analysis should be summarized and presented to all stakeholders.

What evidence should we collect for compliance documentation?

Schoolwide sites should retain the following documentation for monitoring purposes:

- Minutes, agendas and attendance records for planning team meetings
- Written vision for reform
- School Profile
- Sample data used to conduct the needs assessment
- Summary of data analysis presented to stakeholders

Title I Schoolwide Needs Assessment

Guiding Questions

1) Establish a Schoolwide Planning Team

How were the planning team members selected and recruited?

How has the planning team decided to organize its work?

How will the planning team communicate with the staff, parents and community?

2) Clarify the Vision for Reform

What is the school's purpose and mission? How was this shared with the planning team?

What are the expectations for students? How was this shared with the planning team?

3) Create the School Profile

Each of these questions should be addressed by the entire planning committee. After sharing school programs and data, how did the members of the planning committee answer the following questions?

How well are the students achieving on State assessments? On other formative and summative assessments? How was this shared with the planning team?

How does the school identify individual student needs?

Did the school make Adequate Yearly Progress (AYP) in prior years? If not, why?

What are the student attendance rates?

What instructional materials and strategies are used at the school? Are they aligned with the Common Core State Standards?

Is there scientifically based research that supports the curriculum and instructional programs?

What assessment instruments are used by teachers to measure student achievement?

How are assessment results used?

Is there a process to determine professional development needs of teachers?

Do the teachers have the opportunity to collaborate horizontally and vertically?

Do teachers communicate regularly with parents? What communication methods are used?

How do parents and the community support student learning?

How does the school involve parents and the community in decision making?

How does the community view the school?

Is the entire staff involved in decisions about school operations?

Do the policies and procedures of the school support improved student achievement?

Overall, how much progress was made last year? In the last two years?

4) Identify Data Sources

What types of data were used in the needs assessment? (Attach to this document)

How was data from various sources collected and analyzed by the planning committee?

Have parent/teacher/student surveys been conducted? How were the results shared with the planning committee?

What areas of strength, weakness, and critical need were identified by the data by the members of the planning committee?

5) Analyze the Data

What are the gaps were identified by the planning committee between the current state of the school and the vision for reform?

How does the planning committee suggest that the data be shared with students, parents, teachers, and the community at large?

What additional sources of data does the planning committee recommend to be collected to inform the evaluation of the planned services? Who will be responsible and how will they be collected?