

Thorp Title I Schoolwide Plan 2016 - 2020

District Goal/Vision: To create a supportive learning environment that will provide opportunities for all students to grow and reach their fullest potential academically and behaviorally.

Academic/Behavior SMART Goal (growth or benchmark):

Reading: By the end of the 2016-2017 school year, 70% of our students will be meeting or exceeding grade level expectations in the area of Reading as shown on the Star Universal Screener. At the end of the 2015-2016 school year, 63% (199/315) of our students were meeting or exceeding grade level expectations in Reading as shown on the Star Universal Screener.

Reading Needs Assessment Spreadsheet

Title 1 Evaluation 2016-17

Math: By the end of the 2016-2017 school year, 80% of our students will be meeting or exceeding grade level expectations in the area of Math as shown on the Star Universal Screener. At the end of the 2015-2016 school year, 83% (268/322) of our students were meeting or exceeding grade level expectations in Math as shown on the Star Universal Screener.

Math Needs Assessment Spreadsheet

SW Components Met - Research-Based Instruction Address the Needs of All Children • Increase Learning Time • Highly Qualified Teachers • Ongoing Professional Development • Increase Parent and Family Engagement • Transitions Additional Assistance to Identified Students Coordinate Efforts

Tasks -	Resources/Plan	Timeline	Who Is Responsible	Evidence of Success
<p><u>Core Curriculum and Instruction Academic/Behavior (based on need determine priority):</u></p> <p><u>Universal ELA</u></p>	<p>ELA curriculum work for vertical and horizontal alignment</p> <p>Reading Street Alignment</p> <p>Thorp Priority Standards</p>	<p>year 1 determine grade level essential standards & where standard is addressed</p> <p>year 2 develop rubrics and common formative assessments</p> <p>year 3 Standards based reporting</p>	<p>all staff</p> <p>all grade levels</p>	<p>Essential standards are determined and mapped for all grade levels</p> <p>Staff are using common summative assessments at all grade levels for another data point</p>

	<p>Continue to implement guarantees (non negotiables) through the Universal Reading</p>	<p>year 1-3 Guided Reading PD & full implementation Analyze & determine non negotiables for universal reading</p>		<p>Guarantees are evident in each classroom and common language is used across all grade levels</p>
<p><i>Universal Math</i></p>	<p>Math curriculum work for vertical and horizontal alignment</p>	<p>year 1 determine grade level essential standards & where standard is addressed</p> <p>year 2 develop rubrics and common formative assessments</p> <p>year 3 Standards based reporting</p>	<p>all grade levels</p>	<p>Essential standards are determined and mapped for all grade levels</p> <p>Staff are using common summative assessments at all grade levels for another data point</p>
<p><i>Universal PBIS</i></p>		<p>year 1 Full implementation of Tier 1</p> <p>year 2 Full implementation of Tier 1 with fidelity Implement Tier 2 interventions</p> <p>year 3 Implement Tier 3 interventions</p>	<p>all staff</p>	<p>Guarantees are evident in each classroom and common language is used across all grade levels</p> <p>SAS survey</p> <p>Reduction in behavioral referrals</p> <p>Tier 2 interventions in place</p> <p>70% of students experience success at Tier 2 level using EduClimber</p>

		year 2 Carry out decision making rules to move students in and out of tiers year 3	teachers and interventionists	
<u>Technology support</u>	Technology tools like computers.... and various software programs are integrated for instruction and intervention	ongoing	All staff	Technology is used as a tool to support instruction and intervention

Parent and Family Engagement (SMART Goal):
 The administration, teachers, and staff will continue to support positive relationships among faculty, students and parents to increase family and community engagement.
Thorp Elementary Parent Involvement Policy
District ESEA Parent Involvement Policy

SW Components Met - • Research-Based Instruction • Address the Needs of All Children • Increase Learning Time • Highly Qualified Teachers • Ongoing Professional Development X Increase Parent and Family Engagement • Transitions • Additional Assistance to Identified Students X Coordinate Efforts

<u>Parent & Family Engagement:</u>				
<i>Encourage parents to attend and participate in fall and spring conferences</i>	Conference Schedule	annually	all staff	goal setting sheets/compacts attendanceGoal Setting Compact - Thorp Public School
<i>Seek input from parents concerning educational issues – surveys</i>	Family Perception Survey	Every other year	Title 1 and Admin.	Survey Summary Parent Survey Result Winter 2016
<i>School may want to consider taking the PBIS district assessment.</i>	Make survey available to shareholders	Yearly	Admin/PBIS Team	Survey Summary
<i>Initiate positive connections between school and home</i>	Phone calls, notes home, local newspaper, district newsletter, website, Skyward, email classroom newsletters, etc	Ongoing	Admin/Staff	Documentation and copies of letters, etc.

<p><i>Parents take an active role in planning and evaluating Title 1 and ESEA programs. Parent representation is included on both the Title 1 Schoolwide committee and ESEA Leadership team.</i></p>	<p>Assure parents are represented on Title 1 and ESSA teams. Send agenda and meeting times to parent members</p>	<p>Ongoing</p>	<p>Title 1/ESSA Cordinator</p>	<p>Meeting agendas, notes, attendance</p> <p>Schoolwide Title 1 Team Meeting notes</p> <p>Annual Spring Schoolwide Meeting Agenda/notes</p> <p>Spring Title 1 Annual Meeting Agenda/notes</p>
<p><i>Family nights</i></p>	<p>Family nights will be planned and carried out</p>	<p>Yearly</p>	<p>Title 1/staff/ Admin</p>	<p>Evaluation of family night activity attendance/comments</p> <p>Parent Letter Math Mayhem</p> <p>Math Mayhem Parent Survey Results</p>
<p><i>Provide training for parents</i></p>	<p>Provide information and training for parents so they can help their children i.e. new math series</p>	<p>ongoing</p>	<p>all staff</p>	<p>Evaluation of family night activity attendance/comments</p>
<p>Transition Goal: The administration, teachers and staff will continue to support vertical and horizontal transitions within PLC end of year meetings.</p>				
<p>SW Components Met - • Research-Based Instruction • Address the Needs of All Children • Increase Learning Time • Highly Qualified Teachers • Ongoing Professional Development • Increase Parent and Family Engagement <u>X</u> Transitions • Additional Assistance to Identified Students <u>X</u> Coordinate Efforts</p>				
<p><u>Transitions</u></p>				
<p><i>Back to School Orientation Day</i></p>	<p>Orient parents and students to classroom expecations grades 4K - 8</p>	<p>ongoing</p>	<p>all staff</p>	<p>attendance forms and goal setting forms/compacts</p>
<p><i>“Moving On Up” Day</i></p>	<p>End of school year students will “move up” to next grade level to meet new teachers and get a taste for their next grade</p>	<p>end of year</p>	<p>4K - 9th grade teachers</p>	<p>"Moving on Up" Day Plans</p> <p>Moving On Up Day photos</p>

Professional Development Goal:

Staff will participate in professional development activities as determined by student learning outcomes, personal practice goals and school SLO.

SW Components Met - • Research-Based Instruction • Address the Needs of All Children • Increase Learning Time X Highly Qualified Teachers
X Ongoing Professional Development • Increase Parent and Family Engagement • Transitions • Additional Assistance to Identified Students • Coordinate Efforts

<u>Professional Development</u>	Teachers are analyzing data based on annual SLO and PPGs. Staff will attend PD opportunity based the what is needed to meet the needs of the SLO and PPG	Annually/ Year 3 Summative year	All staff	Complete self evaluation in the EE process (Reference: EE SLO Process and Scoring Guide from Educator Effectiveness System
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Grade 2016-17	Enrollment Number of Students	Number of At-Risk Students	Number of Identified Sp. Ed. Students	Number of ELL Students	Number of Classroom Teachers	Other Grants (SAGE.. etc)		Classroom Organization (single grade, looping, multi-age, combination grade)	Additional Notations: ParaEducators and/or Title I Funded Resource Teachers
						Additional Classroom Teachers	Cumulative Student Teacher Ratio		
K	39	7	7	2	2	1 SAGE	1:13	single grade	20%
1	55	15	4	1	2	1 SAGE	1:18	single grade	53%
2	47	4	7	3	1	1 SAGE 1 Title 1	1: 16	single grade	43%
3	45	4	10	1	1	1 SAGE 1 Title 1	1:15	single grade	33%
4	41		8	0	2		1:21	single grade	23%
5	46	4	8	2	2		1:23	single grade	13%
6	40	3	4	0	2		1:20	single grade	13%

