

Title I Schoolwide Plan JFK & Winooski School District 2022-23

School: JFK

LEA: WSD

Date created/Date last revised: 3/22/2022 / 1/5/2023

School SWP Contact: Sara Raabe

1. Parent and Stakeholder Involvement

ESEA Requirement: The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [1114(b)(2)]

Instructions: Please describe the process used for involving parents and all required members of the school community noted above, in the development of this Schoolwide Program Plan. Include details such as when and what kind of stakeholder involvement did or will take place, who was or will be involved and how the involvement has or will occur.

We hold a once a month coffee and curriculum on the 8-8:30 the second Friday of the month, alternating Fridays between math and literacy.

- 2/10/2023 Literacy Program presentation
- 3/10/2023 Math Program presentation
- 4/14/2023 Community Discussion around engagement focused on the questions below
- 5/12/2023 Community Data presentation

We will pose these questions

1. What is the school's responsibility for educating and ensuring your child is successful?
2. What is the family's responsibility for supporting their child's success at school?

Contact Information:

If you have questions about this School Wide Plan please contact [Sara Raabe](#), Principal JFK Elementary

3. What is your child's responsibility for learning and being successful at school?)to elicit feedback and suggest strategies for working with their children.

Teachers meet monthly on grade level teams with math and literacy coaches to review targeted and meaningful data and make intervention decisions

We use JFK Leadership three times yearly at the end of each assessment window to review school-wide data and make decisions about needs-based professional development and revisions to invention programs and coordinated curriculum.

We distribute a climate survey in April during spring confernces to the students and parents in grades Kindergarten through Fifth Grade.

We present and discuss literacy and math data with each of our language communities after each assessment window.

If you would like to be added to this school's SWP Planning Committee, please contact Sara Raabe.

2. Comprehensive Needs Assessment

ESEA Requirement: An eligible school operating a Schoolwide Program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]

Instructions: Summarize the results of the school's comprehensive needs assessment, including a description of the data sources used. Please describe specific assessment measures/data results that have been or will be used to identify the school specific needs. Include information regarding the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes. Consider including the summarized analysis of all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

Souces: DIBELS, Star Reading & Math,

PTO DIBELS Review

Observations

60% of students in grades k-3 are not decoding on grade level

27% of students in 3rd grade are reading words fluently
82% of students in K do not know their letter sounds

Interpretations

We would like to form a curriculum committee

JFK Coaches Star Growth Data Review 3/17/22

Sara Raabe Jacie Barber Stefanie Hamble

Observations

- Most students below the 40th percentile in reading and math
- Majority of students making growth in grades 3 and 4 literacy
- Majority of students not making growth in all grades in math
- 66% of students 3-5 below minimum proficiency in reading

Interpretations

- Is language getting in the way of math performance on this assessment?

Problems of Practice

- Because of our most of our students are below the 40th percentile in math students ability to read may be impacting math performance

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- Winooski Collaborative Preschool Winter Data Review
 - **Observations**
 - 67% proficient in rhyme
 - There is a lot of green
 - High percent in yellow Literacy comp, books ensemble
 - phonics has highest green and yellow
 - In math met or did not – not much yellow
 - Red is the smallest percentage of

- No one fill in yellow in counting and identifying numerals
- Identifying numerals has highest number meeting benchmark
- Rhyme,, id, booksense comp have highest yellow
- Sounds, alliteration, rhume in order of meeting benchmark
- Noticed that in 1 and 2 in 1:1 correspondence is 7.1%
- All above 75% meetingbench mark except rhyme and comp
- **Interpretations**
 - Students may not have the oral language vocabulaty to meet benchmark in rhyme and comp
 - Is the material presented to all students in the same way, I do not have enough information
 - Is different presentation data account for different scores
 - How long was the collection period
 - Our IEP students were assessed the same as all students
 - Why did students do better on numbers than letters
 - Numbers are universal, they have more exposure to numbers than letters – we need to spend more time teaching letters
 - Surprised to see small units of sound higher than aliterations
 - What is going on with booksense with the students 1&2
 - Does it have to do with home literacy
 - One book a day during snack not much interaction with book
 - Students havde to go to book area and bring a to teacher (multi-tasking)
 - Two students go to book area - one can picture read after a single reading, the other can read
 - How attractive to is it
 - Do not see books anywhere besides book area

Problems of Practice

Adult facilitating could suggest a book in that area

Facilitator could draw attention to book based on what they are playing with

How to draw book station - drawing from a step by step book.

Liked read aloud in circle so that they could hold the book

Adapt materials for students with more needs
Stop and ask questions during read aloud
Have additional manipulatives related to book to support comprehension
Need a program scope and sequence to identify letters
Need to practice names
Need have more base practice in letter recognition
Make letters in shape of objects
Have letter shapes available for students to experiment with and explore in a center

3. Schoolwide Plan Strategies

ESEA Requirement: The Schoolwide Plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA Section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [1114(b)(7)(A)(iii)]

Instructions: Describe one to three strategies that the school will use to upgrade the educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three requirement areas noted above. Please include a specific description of each strategy, the need being addressed and the intended objective. Please note that each strategy should clearly be supported by a data driven need included in the comprehensive needs assessment section 2.

All students are engaged in grade-level texts across the curriculum and have demonstrated foundational literacy skills by the end of 3rd grade.

[Copy of Priority/Strategic Statements](#)

| | What have we used to show that this is a need? | What strategy or investments can we make that will be an improvement? | What metrics are we going to use to show improvement? |
|--|--|--|---|
| Effectively use WIN time to address layered (tiered) supports in literacy by using the 6-step lesson plan and targeted activities through DIBELS for students at or below the 39th percentile in Oral Reading Fluency. | DIBELS Data Class walktroughs | Retain our reading interventionists. Investment: JFK Literacy Interventionists k-5: To increase student proficiency in reading Provide Literacy coaching support to teachers to effectively implement targeted supports | Intervention log DIBELS progress monitoring PAST & QPS Pretest/Posttest |

Implement and document PreK-12 grade curriculum, assessment and support in Literacy and Mathematics.

[Copy of Priority/Strategic Statements](#)

| What do we want to accomplish? | What have we used to show that this is a need? | What strategy or investments can we make that will be an improvement? | What metrics are we going to use to show improvement? |
|---|--|--|---|
| Use math assessment, resources, and new core curriculum to support students engagement in grade-level math. | Star Data HLA data | Retain our math interventionists. Investment: JFK Literacy Interventionists k-5: To increase student proficiency in math Provide math coaching support to teachers to effectively implement targeted supports | Intervention logs Progress monitoring through Freckle Star growth reports |

4. Evaluation and Revision

ESEA/CFR Requirement: A school operating a Schoolwide Program must-

- determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program. (34 CFR § 200.26(c), ESEA Section 1114(b)(3)).

Instructions: Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program strategies using data from the State's annual assessments and other indicators of academic achievement. Include details about how this information is used to revise the Schoolwide Plan annually to ensure program improvement.

After each benchmark screening window:
the Principal, coaches, Directors of ML and Curriculum will organize assessment data

The Principal will work with JFK Leadership team to review benchmark assessment data to look for school level patterns, review SWP strategies, make program adjustments and identify needs based professional development.

Coaches will work with grade level teams to review grade level assessment data to look for patterns, make adjustments to intervention and core instruction.

Principal will schedule meetings to share summarized data with parents and stakeholders October, March and May in order to provide a status update of where the school is at and seek input from stakeholders regarding revisions to the plan if data is showing that strategies are not working effectively, or if there are new needs that are not addressed by the current strategies.

Our plan will be reviewed at the end of each benchmark assessment window (October, March and May) to edit any new needs that have arisen and the strategies that will be implemented.

The Curriculum Team (interventionists, coaches, building principal, Director of Curriculum) will hold a two-day retreat in June to review data and revise the SWP.

This Schoolwide Program Plan has been regularly monitored using the above described measures to ensure continuous improvement of students. Using the results of these evaluation processes, the Schoolwide Program Plan was most recently revised on **[1/5/2023]**.

5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [1114(b)(4)]
- If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). [1114(b)(5)]

- The plan remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]

Instructions: Fill in the appropriate information in the prompts below. If additional information is needed to provide clarity, add any other relevant details regarding the above requirements.

This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact Director of Multilingual Services, Mohammad Diop.

This plan is developed in coordination with other Federal, State and local services, resources and programs such as Headstart, the Howard Center, CVOEO

This plan is in effect for the [2022-2023] School Year. This plan will be monitored four times a year and revised at each review to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.