Title I Schoolwide Plan [Castleton Elementary School & Slate Valley]

Instructions & Plan Purpose

Please delete this portion above the horizontal line prior to final draft, all highlighted and bracketed sections should be filled in, brackets and highlight formatting should be removed in your final Plan. Please also delete the template contact in the footer of the first page as the school should identify their own SWP Contact.
The Title I Schoolwide Plan Template is designed to support schools in the development of Schoolwide Plans that meet all requirements under Section 1114 of the Elementary and Secondary Education Act. Each school that operates a Title I Schoolwide Program must develop and maintain a compliant Schoolwide Program Plan. A school is not required to use this template for their SWP plan as long as their document meets all ESEA requirements. See the Title I Schoolwide Plan Requirements document for further descriptions of the required criteria.
NOTE: Please keep in mind this is a school-level requirement which means this document should include and address data, needs, feedback and processes that are specific to the individual Schoolwide Program School. If you want to pull information from other sources such as the Data Inventory or Continuous Improvement Plan, please cut and paste the relevant information into this document. This will ensure that once the plan is available to parents, community and the public, it can be reviewed and understood as one comprehensive Plan of the Schoolwide Program.

School: Castleton Elementary
LEA: [Slate Valley]
Date created/Date last revised: May 8, 2023
School SWP Contact: [Casey O'Meara]

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 (ESEA § 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.
Social media posts were made advertising the meeting at BVS to all stakeholders in the Benson community. As well, paper copies were provided to guardians.

Contact Information:

Communication was sent to school board members for their involvement, and educators were sought for their participation. The principal of the school also sought input from educators regarding students who might wish to participate in brainstorming how to improve their school experience.

- Inviation_001.pdf
- Sign-in and student notes.pdf

Optional Stakeholder Involvement Chart [add rows as needed]:

Stakeholder Name	Stakeholder Role/Title	Type of involvement
Jill Carey	CES Para Educator	Brainstorming and Compact
Kim Prehoda	CES Principal	Brainstorming and Revision
Bonnie Lenihan	CES Assistant Principal	Brainstorming and Revision
Eileen Hurlburt	CES Para Educator	Brainstorming and Compact
Blake Taylor	CES Student	Brainstorming and Compact
Travis Jameison	CES Student	Brainstorming and Compact
Elena Prenevost	CES Student	Brainstorming and Compact
Casey O'Meara	Slate Valley Director of Curriculum	Brainstorming and Revision
		Brainstorming and Compact

If you would like to be added to this school's SWP Planning Committee, please contact [Casey O'Meara, comeara@svuvt.org].

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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 (ESEA § 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).

edu-cfp-data-inventory-'23-'24.docx
CES

- Slate Valley CIP Goals Data Review - March 2023
- CES Spring to Spring '23 Math.pdf

- CES Spring to Spring '23 Reading.pdf
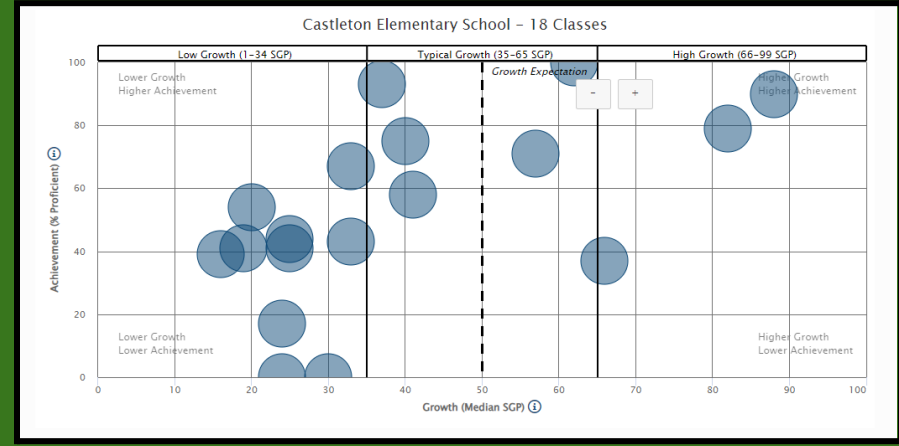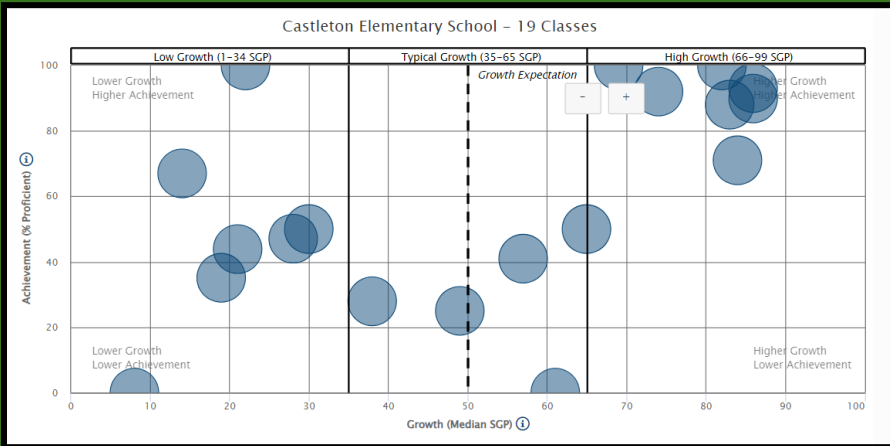
Castleton Elementary School – 19 Classes

Castleton Elementary School – 18 Classes

Literacy

Class	Teacher	Growth / Achievement	% Proficient	Growth (Median SGP)	Students Included
DeMatties	DeMatties, Tom	Lower Growth, Lower Achievement	47%	28	32
Dugout-Glover		Higher Growth, Lower Achievement	0%	61	3
FRL Students	Ripley, Walter	Higher Growth, Lower Achievement	41%	57	39
Grade 1 - Doyle	Doyle, Krista	Higher Growth, Higher Achievement	100%	82	5
Grade 1 - Hackett	Hackett, John Michael	Lower Growth, Higher Achievement	67%	14	3
Grade 2 - Burke	Burke, Chelsea	Higher Growth, Higher Achievement	50%	65	12
Grade 2 - Gorruso	Janny, Andrea	Higher Growth, Higher Achievement	92%	74	12
Grade 3 - Lanfear	Lanfear, Becky	Higher Growth, Higher Achievement	71%	84	14
Grade 3 - Redding	Redding, Grace	Higher Growth, Higher Achievement	88%	83	16
Grade 4 - Lucci	Lucci, Kim	Higher Growth, Higher Achievement	93%	86	14
Grade 4 - Ray	Ray, Randi	Higher Growth, Higher Achievement	90%	86	10
Grade 5 - Perry	Simpson, Meredith	Lower Growth, Lower Achievement	35%	19	17
Grade 5 - Simspon	Simpson, Meredith	Lower Growth, Lower Achievement	28%	38	18
Grade 6 - DeMatties	DeMatties, Tom	Lower Growth, Higher Achievement	50%	30	14
Grade 6 - Desantis	DeMatties, Tom	Lower Growth, Lower Achievement	44%	21	18
Kindegaten - Russell	Russell, Jane	Lower Growth, Higher Achievement	100%	22	1

Math

Class ↑	Teacher	Growth / Achievement	% Proficient	Growth (Median SGP)	Students Included
DeMatties	DeMatties, Tom	Lower Growth, Lower Achievement	41%	19	34
Dugout-Glover		Lower Growth, Lower Achievement	0%	24	3
FRL Students	Ripley, Walter	Lower Growth, Lower Achievement	43%	33	46
Grade 1 - Doyle	Doyle, Krista	Lower Growth, Higher Achievement	58%	41	12
Grade 1 - Hackett	Hackett, John Michael	Lower Growth, Higher Achievement	67%	33	12
Grade 2 - Burke	Burke, Chelsea	Lower Growth, Higher Achievement	54%	20	13
Grade 2 - Gorruso	Janny, Andrea	Lower Growth, Higher Achievement	93%	37	14
Grade 3 - Lanfear	Lanfear, Becky	Higher Growth, Higher Achievement	71%	57	14
Grade 3 - Redding	Redding, Grace	Lower Growth, Higher Achievement	75%	40	16
Grade 4 - Lucci	Lucci, Kim	Higher Growth, Higher Achievement	79%	82	14
Grade 4 - Ray	Ray, Randi	Higher Growth, Higher Achievement	90%	88	10
Grade 5 - Perry	Simpson, Meredith	Lower Growth, Lower Achievement	41%	25	17
Grade 5 - Simspon	Simpson, Meredith	Higher Growth, Lower Achievement	37%	66	19
Grade 6 - DeMatties	DeMatties, Tom	Lower Growth, Lower Achievement	44%	25	16
Grade 6 - Desantis	DeMatties, Tom	Lower Growth, Lower Achievement	39%	16	18

Data sources used include Lexia data, Star data, CBM data and classroom assessments. This data is examined to determine school needs across grade levels. A team meets to look at this data, at least weekly. During this school year, significant progress has been made for those students not meeting the academic standards. Interventions have been more consistent which has directly impacted this progress. Many students come to us with a lack of exposure to academics and a lack of consistent intervention over the past two or three years due to Covid and scheduling challenges associated with the pandemic. Data continues to show economically disadvantaged students and students with disabilities continue to show less progress. But, again, students have shown more progress this year due to more consistent intervention by both classroom teachers and interventionists.

Behavior-Our behavior framework is PBIS and we use SWIS data as our data source. We track minors and majors as well as documenting CICO plans. Behavior plans are set up for those students that need it. As a team, we look at behavior data about twice a month through our PBIS meetings and our EST meetings. That data drives intervention needs. Behavior has spiked a bit since Covid restrictions have been fully lifted. At CES, we are very proud of how we manage interventions when it comes to behavior and no student fails to receive what they need.

Student Engagement- As a result of our district goal of increasing community partnerships, we have expanded field trips, classroom visits from community members and other hands on work. Moving forward, the plan is to continue to focus on this goal and expand it even further. We took our first all school field trip which went very well! Next year, we plan to do this again. Data showing engagement includes writing samples from field trips, classroom assessments and observations. The community meeting we had to assess our CIP showed students really want more hands on experiences, so we will be taking that into next school year.

Data from fall of 2022 to winter 2023 shows that many of our students are meeting THEIR expected growth rates according to Star 360. This does not equate to students being "on grade level". Therefore, the continued support of interventionists, in addition to a new district position of an MTSS Coordinator, will support our "just in time" evidence based instructional strategies to accelerate academic achievement. We know that all students can engage in learning with the right conditions. Within our schools, student academic proficiency is impacted by professional expertise in math and literacy instruction, differentiated instruction, and approaches to intervention across contexts. These factors vary across contexts. To this point, instructional practices, and student engagement vary greatly across our district. When we fail to meet students where they are and provide the needed support, we make it difficult for struggling students to catch up. As a results, instructional coaches, in partnership with building and district administrators, created a menu of professional learning supported through embedded coaching in Slate Valley. **SVU has identified student engagement as a root cause for our learners' performance, and a focus for our new supervision and evaluation model to be put in place during the 2023-2024 school year. Slate Valley is using the Center for Educational Leadership's Student Engagement Look fors from 5D's**

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 § 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 (ESEA § 1114(b)(7)(A)(iii)).

Instructions: Describe the comprehensive strategies that the school will use to upgrade the entire 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.

Math	Getting to know the T1 Bridges Units with Implementation Ideas and Coaching Support	Getting to know the T2 Bridges Units with Implementation Ideas and Coaching Support	Getting to know the T3 Bridges Units with Implementation Ideas and Coaching Support
Literacy	Launching small group reading instruction according to student need	Building Partner Reading Routines to engage and accelerate reading fluency and comprehension for all students 2nd - 6th	Using interactive read aloud to focus on vocabulary through nonfiction or fiction text. (reading block or content area)
Classroom Management	Establishing a welcoming, predictable, and safe learning environment that supports access for all students	Targeting interfering behaviors using effective correction procedures and responding to behaviors instructionally to	Analyzing behavior trends to create and implement interventions that allow for increased teaching and learning

		promote social, emotional and behavioral growth	opportunities

- o GOAL
  - ■ 2. **Establish Community Engagement, Service, and Partnerships** by providing valuable, relevant, engaging and inclusive learning experiences for a global economy
- o STRATEGY
  - ■ **Expand *academically-rigorous*, *real*, *hands-on*, *individualized* learning** to improve the learner experience.
- o **Strategies and Initiatives:**
  - ■ 2c. Expand opportunities for hands-on experiences at every grade level, including workplace learning and place-based learning

Classroom-

By June 2024, SCHOOL will see 90% of students attending to the instructional activities occurring in class as measured by Teachpoint data.

What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? In what ways is the work designed to promote sustained interest?

Student Engagement Level

Engagement defined as: "students attending to the instructional activities occurring in class."

All

Most (90%-99%)

Some (50%-89%)

Few (49% or less)

None

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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 § 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.

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 [Review of data happens monthly. The plan is reviewed, and updated, a minimum of three times a year, each trimester].

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 (ESEA § 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) (ESEA § 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 (ESEA § 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 [Casey O'Meara, comeara@svuvt.org]. This plan is in effect for the [2023-2024] School Year. This plan will be monitored [monthly during Principal/Director of Curriculum Meetings] and revised [as needed during Principal/Director of Curriculum Meetings and shared by the principal with stakeholders] to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.