

# Berlin Elementary School

## Title I Schoolwide Plan

In the 2022-2023 school year the Berlin Elementary School will continue with its schoolwide program. All parents and students benefit from the use of Title I funding through family engagement programs and initiatives. All teachers benefit from the use of Title I funding through professional development opportunities, supplemental materials to support differentiated instruction within classrooms, as well as the structured support services provided for students who may need short term extra support to meet grade level standards and/or demonstrate grade level competencies.

Components of a schoolwide program:

### 1. **Comprehensive Needs Assessment (CNA)-**

An updated CNA will be conducted during the school year (22-23). Ongoing data collected every year will be used to inform and guide the development of the CNA. Below is a list of some of the sources used for information within this process.

- Longitudinal data from both elementary and middle/high school
- Attendance Data
- Graduation Data
- Behavioral Data
- Demographic Information
- Enrollment/Retention Data
- Special Education/Title I Data
- Achievement/Growth Data
  - NH SAS testing
  - NWEA testing
  - PSAT/SAT
  - SBAC

A team of representatives from within the district and community review and discuss the compiled information to inform the report. Members of the group such of those listed below represent a broad range of stakeholders.

- Administration
- Teachers
- Paraeducators
- Regular education
- Special education
- CTE
- Instructional coaches
- Parents/Community members

### 2. **Identify the Research Proven Instructional Strategies**

Research proven instructional strategies will be in place throughout the instructional tiers with the adoption of new curriculum for Tier I instruction. For math, the Bridges program is in place. An explicit phonics program, 95 CORE, along with the Fountas and Pinnell Classroom, creates a complete set of comprehensive reading materials for Tier I reading instruction. Strategies consist of whole class and small group lessons along with regular independent practice. Instructional guides and manuals for explicit teaching and ongoing assessment tools help manage and pace delivery as well as ensure horizontal and vertical alignment. Instructional coaches help to support the implementation, monitoring of school wide data and helping to coordinate the schools ability to address the needs of all learners.

### 3. **Instructional Support for Children Experiencing Difficulties Mastering the Standards**

Tier II interventions are chosen to support and assure the acquisition of foundational skills. Kindergarten is supported throughout the year starting with building routines and establishing habits for the adjustment to the school environment and learning. Other grade levels are supported through the selection of students for small group support. School wide data (NWEA, SAS, text reading) along with systematic use of formative and some diagnostic assessments (early literacy screeners, phonics assessments, Bridges intervention, Leveled Literacy Intervention, etc.) compiled by both interventions and classroom teachers help to select and monitor students most in need of support for accelerated learning in order to reach grade level standards and demonstrate competencies. Both the math and reading Tier I programs have supplemental Tier II intervention materials that are used as part of the intervention work. The model consists of ongoing assessment which consists of benchmarking at the end of trimesters, and progress monitoring tools are in place within those trimester periods. This allows for frequent monitoring and adjustment of support to best meet the individual students and their unique needs. Certified Title I staff are responsible for collecting and monitoring this data, conducting ongoing frequent observations of Tier II students during intervention time and communicating with classroom teachers to discuss and guide decision making for accelerated growth. These conversations lead to next steps. The system is meant to be fluid and ongoing as student needs are addressed.

### 4. **Parent Involvement**

Parent Involvement has focused on gradually pulling parents and families back into the school after COVID. In person events will begin again with various events such as:

- A STEM event from Techsploration who will visit for a week and teach concepts of structural engineering through hands-on activities for all students. Individual student books related to engineering will be given to students to bring home and share with family after evening presentations.
- An annual meeting will be virtual or in small groups for feedback on the Title I plan/program and the Parent Compact.
- Title I will team with the After School Program to run a Family Math Game Night.
- Regular input from parents will be sought for feedback on Title I programming through hard copy surveys at the end of the year as well.

### 5. **Professional Development**

Professional development funds are used to target weaknesses identified through the comprehensive needs assessment, annual review of end of year school wide elementary school data and feedback from staff. In 2021-2022, examples of professional development addressed topics such as:

- providing opportunities and techniques for staff through the support of a literacy consultant to reach and support students of varying abilities within the Tier I classroom.
- Providing support and guidance for programs to be used to support students within a Tier 2 setting which target the development of foundational skills in literacy.
- Providing support and guidance for instructional techniques and strategies to be used to support students within a Tier 2 setting which targets the learning of students who struggle to meet grade level standards and/or demonstrate grade level competencies.

In 2022-2023 examples of professional development will continue with follow up visits around literacy, a staff wide book study and math professional development opportunities will begin work with a math consultant on supporting students of varying abilities within Tier I math and the new program.

## **6. Preschool Transition**

A district wide kindergarten screening takes place in the spring at BES. This registration process and screening is advertised in the local newspaper, on the school's social media, on the schools website, through the schools all-call phone system and through pamphlets or notices sent home with students. Early literacy skill screenings are conducted in the late fall of kindergarten as well. The school staff involved consists of administration, Title I staff, kindergarten teachers, guidance counselors, student support personnel as well as local preschool staff and other community agencies to coordinate these springtime events. Events consist of such things as a visit of the principal to local preschools to meet students and present them with a book about kindergarten, meetings between preschool and school teachers to help plan for the transition of the incoming kindergarten students and participation of all groups in the regional work of Coos Coalition on transitions from PreK to K. The preschools are also given a book created by the school, about the school and the familiar faces they will meet when entering in the fall. Preschool teachers are invited to be present on the first day of school for the new kindergarten students in order to accompany them from the playground into their new school building to ease the transition for some students and families.

## **7. Instruction By Highly Qualified Staff**

All teachers are expected to have the appropriate state teaching certification. This is in accordance with Every Student Succeeds Act (ESSA)/Parent's Right to Know. If a student is taught four or more consecutive weeks by someone who does not have the appropriate state teaching certificate, a letter notifying parents is sent home through the mail. Paraprofessionals are also required to have a Para II certification.

## **8. Extended Learning Opportunities**

When funds and staffing allow, Title I operates a summer session. The program takes into consideration the number of staff available and prioritizes students who may continue with participation in the Title I interventions from the prior school year. When possible, the program works directly with the After School Program and its schedule to help maximize chances for consistent summer attendance by students in both programs. Sometimes it is necessary to focus concentrated services on particular grade level(s).