

Section 1114: Schoolwide Programs

The LEA is responsible for ensuring that EACH schoolwide Title I Program completes this page AND the following page using its School Improvement Plan. The LEA shall then submit all such pages as a required component of the LEA's Combined Application.

Name of School: Sixth Ward Elementary _____

Principal's Name: Dr. Mary Biernacki _____

District Assistance Team Leader's Name: Not Applicable _____

School Improvement Team Members' Names: Perry Keyes, Noah Barrois, Carri Hebert, Colleen Alt, Sue Powell, Brian Hirstius _____

2014 School Performance Score: 86.6 _____

Corrective Actions Status: Not In CA CA I ___ CA II ___ CA III ___

2015 School Performance Score: 84.2 _____

Corrective Actions Status: Not In CA CA I ___ CA II ___ CA III ___

Provide the following information:

- **List the Identified Needs that are addressed in your SIP:**

1. Kindergarten declined in Benchmarks from fall to spring 2012-2015.
2. 5th Grade CRT scores, across all subject areas, are consistently lower than other grade levels.
3. Whole School 3rd and 5th grade Students With Disabilities' proficiency scores in Math and ELA have been low for the past 3 years.
4. Students With Disabilities' achievement gap increased in ELA.
5. 15% of students serviced by MHP have not shown an improvement in emotional well-being according to the Likert Scale for Emotional Well-Being and are continuing to spend increased time out of the classroom for service.
6. Only 80% of parents know how the Title I program works at our school.
7. Kindergarten declined in Benchmarks from Fall to Spring 2012-2015.

- **List the Goals contained in your SIP:**

1. By May 2016, there will be a 15% improvement of kindergarten students reading at benchmark as evidenced by end of year DIBELS data.
2. By May 2016, 5th grade students will score 10 points higher in ELA, Math, and Science CRT Index
3. Students With Disabilities' scores will increase from 43% proficiency in ELA and 34% proficiency in Math to 50% proficiency in each by May 2016.
4. By May 2016, the MHP program will realize a 60% success rate for students seen by MHP when evaluating for decrease in discipline referrals and maintain or increase academics as evidenced by jpams data.
5. By May 2016, 88% of the parents will indicate an awareness of the Title I program on the Spring Title I PI Survey.
6. By May 2016, Whole School Science CRT scores will improve by 10 points.

- **List the Measurable Objectives contained in your SIP:**

1. **PROFESSIONAL DEVELOPMENT:** Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.
2. **PARENTAL INVOLVEMENT:**
 - Parents will be involved in the creation, implementation, and evaluation of the Title I School Improvement Plan.
 - Parents will receive timely information about the Title I program.
 - Parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.
 - Parents will be encouraged to participate in decision making opportunities. (Invitations are placed in Nicky folders, Monthly newsletters provide dates for events, school website posts events, school marquee sign is updated for events, and robocalls go out as reminders for these events):
 - Training Activities for Parents:
3. **STUDENT TRANSITION:**
 - **Activity 1- Incoming students:** Incoming Pre-K/Kindergarten students and parents are introduced to the campus. Parents and students meet in the Auditorium. On the first day of school, half of each class begins in order to become oriented with routines and procedures. Only the second half of the students attend school on day two with all students being integrated together on day three.
 - **Outgoing students**
 - Activity 2- 5th grade field Trip to Jr. High school
 - Activity 3- 5th grade end of the year celebration
 - Activity 4- 5th grade schedule counseling
 - Activity 5- Creating Junior High involvement (i.e., lockers, Nicky folders, changing classes)

- Activity 6- Coordinate with Creekside Jr. High's Special Ed. department to ensure that 5th grade students' IEPs are written in accordance with available programs.

4. USE OF ACADEMIC ASSESSMENTS:

- Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed.
- Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).
- Teachers are to use the data to develop lessons and interventions for at-risk students.
- Teachers are to PM these students to ensure interventions/lessons are addressing student needs.
- DIBELS- Teachers are expected to use this data to identify At Risk students and form intervention groups.
- LEAP, iLEAP, PARCC- Use standardized test data to identify students' weaknesses to guide instruction.
- ELA and Math SLTs- Use BOY and MOY data to identify students' weaknesses to guide instruction.

5. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:

- Mental Health Provider will work with students for 19 hours per week.
- Positive Behavior Support (PBS) or other Social Curriculum will be available.
- Instructional Program Enhancements
- Title I funds are used to provide a teacher (Perry Keyes) for science and computer labs to improve academic performance in science (specifically, but not limited to science as inquiry).
- The computer lab will be utilized to teach students the necessary skills to be successful on the upcoming computer-based PARCC assessment.
- The computer lab will also address students' needs in the area of computer literacy and skills.
- The Title I science program utilizes an on-site planetarium for enhancing Earth and Space Science for all students.
- Tutoring Programs (My Reading Coach, Fast Forward, State testing tutor, etc)
- Tutoring/Helping Hands
- Technology Resources and Personnel
- Operate a more inclusive Special Ed. environment which will utilize co-teaching for ELA and Math. Two Special Ed. teachers will be utilized as co-teachers.
- All pre-k and kindergarten students requiring SPED services will receive their services through the new blended program with the support of Corrine Berner as the early childhood special education teacher.
- Classroom Size Reduction Teachers CSR teacher in the 4th grade

6. COORDINATION OF PROGRAMS

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA
- All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.
- Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.
- Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.
- Students in participating schools are entitled to attend 21st Century programs in the afternoons.

Assurances:

1. All Title I funds are used to support the school's goals and objectives as addressed in its *School Improvement Plan*. Activities, personnel, and materials are used by the school to address the identified needs of **all** students to enable them to meet the State's challenging academic content and performance standards.
2. As the principal of a Title I school, I have been made aware of Section 1119, (i) which stipulates that "each local educational agency, at a minimum, shall require that the principal of each school operating a program under section 1114 or 1115 attest annually in writing as to whether such school is in compliance with the requirements of this section."

Principal's Signature (in blue ink)

Date

Superintendent's Signature (in blue ink)

Date