

Woodworth Elementary School

Title 1

Process & Procedures



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Introduction

The staff of Woodworth Elementary School compiled this booklet of information to document the process and procedures that are used to determine the target area goals for continued school improvement and Title I funding.

Mission Statement

Woodworth Elementary School is committed to a partnership with parents and the community to provide a safe environment, increase academic growth, develop lifelong learners, recognize individual uniqueness, model respect, and teach responsibility.

Woodworth Elementary School Improvement/Title I Planning Committee

The Woodworth Title 1 Planning Committee doubles as the Woodworth School Improvement Team and consists of the principal, teachers, parents and other stakeholders that can assist in aligning improvement efforts toward common goals. The committee meets regularly to review and evaluate progress on the goals, objectives, and actions of the overall School Improvement/Title 1 plan. Its members may change from year to year, but the committee remains active in the support and implementation of any plans beyond the original implementation. The Title 1 Coordinator is part of the planning committee. Documentation (i.e., agendas, minutes, and attendance rosters) is maintained for Federal monitoring purposes.

Comprehensive Needs Assessment

Data Analysis

A Comprehensive Needs Assessment (CNA) will be completed each year to determine the strengths and weaknesses in the programs and processes at Woodworth Elementary School. The CNA will be obtained by compiling data from the following four measures:

- student achievement data (M-STEP, FastBridge, and core curriculum)
- school programs/process data (strategic and intensive interventions)
- perceptions data (parents, teachers, and students)
- demographic data

Academic data will be disaggregated and analyzed according to State criteria.

From these measures we will be able to see trends, draw conclusions, and set goals and objectives according to the priority of needs for the following school year. The CNA will be embedded within the yearly school improvement plan.

Goals and Objectives

Using the CNA, the School Improvement/Title 1 Team will set goals and objectives to address areas of weakness in reading/language arts and mathematics. These goals will sufficiently address the needs of the whole school population, and special recognition will be paid to meeting the needs of children who are disadvantaged. Objectives will be written to target specific measurable outcomes related to the goals and subgroups. The goals and objectives will change from year to year as the needs change.

Reform Strategies

The goals and objectives will be achieved through implementation of reform strategies. These strategies (described in detail below) are focused on helping ALL students reach the state's standards in reading/language arts and math, but particularly low-achieving students of target populations. Using research-based methods, the reform strategies will increase the quality and quantity of instruction. These strategies will be aligned with the findings of the needs assessment and will provide an enriched and accelerated curriculum for select students. The services provided through Title 1 funding will be supplemental to full core instruction. There is a plan in place to review and evaluate progress on the goals, objectives and actions using the reform strategies, which are part of the school-wide Title 1 Plan and embedded in the Michigan Integrated Continuous Improvement Process (MICIP).

The research-based reform strategies include, but are not limited to:

- **Multi-tiered Systems of Support (MTSS)** – Students are screened in math and reading using FastBridge assessment tools to determine skill mastery and skill need. Based on the data, Tier 1, Tier 2 and Tier 3 instructional groups are determined to provide appropriate, research-based instruction and intervention.
- **Positive Behavioral Interventions and Supports (PBIS)** – PBIS is a process that our school uses to evaluate and improve the overall school environment as it relates to promoting positive student behaviors.
- **Core Curriculums for literacy (CKLA) and math (Go Math!),** as well as research-based intervention materials which are aligned to the CCSS and use multiple learning strategies.
- **Differentiated Instruction** – Within the core literacy and math programs, there are opportunities to differentiate instruction for advanced, on-level, and strategic intervention students.
- **“Focus Skills” Intervention Time** – Twenty minutes to one hour each day is devoted to differentiated instruction for students struggling in reading and math using a variety of research-based interventions that are aligned to the core

academic curriculum. (i.e., Orton-Gillingham approach, Fastbridge Interventions, Amplify Reading, Delta Math, PALS, Six Minute Solution, Reflex Math, Go Math RTI, Rocket Math)

- **Multiple Assessments** – Three times per year FastBridge, a school-wide reading and math screening assessment, is given to all students. The M-STEP outcome assessment is administered to 3rd and 4th grades in the spring. Periodic unit tests in reading and math are also administered. Students who are not meeting the standards are progress monitored by the classroom teacher and/or an interventionist several times per month using an appropriately aligned assessment tool. (i.e., FastBridge, Delta Math) These assessments are used for student placement and to guide instruction.
- **Grade-level Meetings** – Regularly scheduled grade level meetings are held to discuss student performance, review data, and make decisions regarding placement and intensity of research-based interventions.
- **Accountability** – Teachers are held accountable for student progress measuring beginning and end of the year student achievement data. This is reflected in the teacher evaluation. The school system, as a whole, is held accountable to the parents, community, and the school board. Yearly M-Step results, report cards, news releases, and board presentations report our student achievement. Students are held accountable for their own learning as is reported at parent teacher conferences and on report cards. Student profiles are compiled at year's end, including assessment grades, behavioral issues, interventions received, etc. and placed into the CA60 for next year's teacher.
- **Support Services** – Our school has 2 special education teachers, 2 speech and language pathologists, part-time physical and occupational therapists, a Literacy Coach, district school psychologist, behavior interventionist teacher and aide, shared counselor, as well as vision, hearing, and dental screenings provided by the county.
- **Summer Learning Explorers** – An intense small group or individual, three week summer learning experience is offered to students struggling in reading during the summer months. A healthy snack is provided.
- **Enrichment** – School day field trips and community connections/support (i.e., fire and police departments, bank, library, churches, park).
- **Alternative Learning Plan (ALP)** – Our core curriculum in reading has an ELL component (Teachers Manual & Student Readers) which can be used with English Language Learners. ELL and Multi-Language students engage in Imagine Learning daily.
- **Blackhawk Breakfast** – This is an opportunity to reward students for good citizenship at a special breakfast where parents are invited. This occurs three times per year.
- **Star Hawks and PBIS School-wide Initiative** – This is a system whereby students are rewarded for positive behavior in our classrooms and hallways. When the students reach the goal they receive rewards; such as an extra recess, gum for the day, etc.

Instruction by Highly Qualified Staff

Teachers

All teachers at Woodworth Elementary School are certified and highly qualified, as determined by the state of Michigan, to teach their assigned grade level/subject areas. The roles of Title 1 funded teachers are clearly identified as interventionists, utilized to address student deficiencies as derived from data analysis, and are supplementary to classroom teaching.

Paraprofessionals

All paraprofessionals working in a program supported by Title 1 funding shall have completed at least 2 years of study at an institution of higher education; obtained an associate's (or higher) degree; or met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment knowledge of and the ability to assist in instructing reading, writing, and mathematics; or knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. Paraprofessionals must be assigned to work under the direct supervision of a teacher.

Strategies to Attract Highly Qualified Teachers

Woodworth uses a variety of strategies to attract and keep highly qualified teachers. These strategies include:

- The district website highlights our schools assets in order to attract highly qualified teachers.
- New teacher orientation and mentoring is provided.
- Teachers are included in decision making at the school and district levels.
- Grade-level teams are collaborative.
- Title 1 support services are in place.
- Multiple Tiered Systems of Support for low-achieving students are provided.
- There are opportunities for leadership roles.
- Monthly building-wide professional development and 30 hours of district provided professional development are supported.
- Opportunities to attend free professional development at Ingham Intermediate School District.
- Highly supportive Parent Teacher Organization.
- Research-based core curriculums in both reading and math.
- Dedicated technology teacher, a computer lab, and robots to support coding instruction and computer science standards.
- Classrooms have a Data Projector, Document Camera, and access to a chromebook cart

- Monthly staff wellness checks to offer opportunities for staff to share their thoughts and find support

High-Quality and On-going Professional Development Plan (Annual)

Woodworth's principal, teachers, paraprofessionals, and parents receive on-going and sustained quality professional development that is aligned with the Comprehensive Needs Assessment and with the goals of the Michigan Integrated Continuous Improvement Process (MICIP). Specific professional development is articulated in the MICIP and can be delivered in a variety of methods including professional learning communities, reflective practice, trainer-led sessions and online professional development. The professional development plan includes activities that reflect research on teaching and learning and is monitored and evaluated for effectiveness. The professional development plan supports the high standards in the core academic curriculum areas and integrates training in technology into curriculum and instruction.

Professional Development Opportunities

- New teacher training
- Mentoring of new teachers
- Three district planned professional development days aligned to the MICIP
- Monthly "Late Start" days used for professional development and staff collaboration
- On-going opportunities to attend training at the Ingham Intermediate School District (i.e., CKLA, Go Math!, MTSS, CHAMPS, PBIS, Six Minute Solution, PALS, Essential Practices in Early and Elementary Literacy etc.)
- MTSS School-wide meetings
- Monthly Staff Meetings
- District Curriculum Committee
- On-line Safety Trainings (Bullying, Sexual Harassment, Blood-born Pathogens)

Strategies to Increase Parental Involvement

There are high expectations for parents, families, and community members to become partners in education at Woodworth Elementary. We invite and welcome stakeholders into the building. We utilize the community to provide resources to strengthen school programs and families in improving school achievement.

Parent Involvement Committees

- **Parent Teacher Organization:** This club is an organization of parents and teachers that meet regularly. The PTO sponsors assistance to teachers and other staff members, raises funds for supplemental educational materials and experiences, supports school and family social interaction, and provides a non-biased forum for sharing information on issues that impact our children.
- **School Improvement/Title 1 Committee:** Parents are invited to become directly involved in this committee to help examine school-wide data, discuss strategies, and implement plans for school improvement. This committee determines programming through Title 1, as well as evaluates the program's overall effectiveness.
- **Volunteering/Visiting:** Woodworth Elementary encourages and welcomes parent volunteers. There are a variety of opportunities to volunteer at Woodworth such as chaperoning field trips, tutoring students, and/or copying classroom materials for the teachers.

Parent Teacher Compact

The Student/Parent/Teacher Compact is an agreement between the parties to uphold their responsibilities in building an effective school community. All teachers review the compact with the students. Each family is given a new compact at the first parent teacher conference in October. Compacts are signed and kept on file at school. They are reviewed and revised each year by the School Improvement/Title 1 Committee with input from staff, parents, and students.

Parent-Teacher Conferences & Report Cards

Woodworth Elementary School has an "open door" policy for parents. Parents may visit the school anytime during the school day. Parents may schedule an appointment with the principal and/or teachers concerning the progress and welfare of their child. Phone/Zoom conferences are also encouraged by both parents and teachers to keep the home/school communication lines open for the benefit of the student. Email and text messaging are other tools that can be used by parents and teachers to keep in regular contact. Power School is the on-line grade book that can be accessed by parents at home to monitor their child's attendance and academic records. Parent-Teacher conferences are scheduled twice a year (October & March). Woodworth has a 95% average parental participation at conference time. Report cards are sent home three times a year. Over the years, teachers have worked to modify report cards in order to make them parent friendly. Included with report cards is information on the areas their child was assessed to help explain the individual grades.

Parent Communication

Woodworth uses assorted media and correspondence to provide parents information. Woodworth is committed to providing the tools and training needed for teachers to communicate effectively with parents. Some of the forms of communication that are used by Woodworth teachers and parents are the following:

- **Woodworth Elementary School Student Handbook** – This handbook has important information on all aspects of our school. It is taught to our students during the first weeks of each school year. Parents can view or download it from the website.
- **Leslie Public Schools Website** – The school district created and maintains a website where parents learn about events and activities taking place at Woodworth. It also includes web resources for parents, a school calendar, and contact information for all of the staff members.
- **Woodworth Elementary Newsletter** – Woodworth has a weekly electronic newsletter that is sent to families. It includes up-coming events, general information about what's happening at school, and contact numbers for questions.
- **An Automated Calling/Texting/Emailing System** – This district uses an automated system that calls, texts, and emails to keep parents informed of upcoming events. It is also used to quickly contact parents in the case of changes to any scheduled event.
- **PowerSchool** – The on-line grade book is accessible to all parents from home.
- **Classroom Newsletters** – All classroom teachers send a weekly newsletter to parents which informs them about classroom learning activities, upcoming field trips, home assignments, etc.
- **PTO Communication** – The PTO sends flyers home about upcoming events as well as posting in the school's newsletter, the teachers newsletters, and on Facebook pages. They routinely share information about PTO fundraisers, family activities, and other PTO business.
- **Telephone** – Parents and teachers often communicate via school and/or cell phones.
- **Email** – Parents and teachers exchange email addresses in order to communicate about students, assignments, etc.

- **Facebook** – Some teachers have created Facebook pages where parents can see pictures of the students interacting in class. The school and PTO both have active Facebook pages.
- **Family Fun Activities** – Woodworth and our PTO currently hosts fun activities such as Mother & Son Activity, Father & Daughter Dance, Family Literacy Night, Family Math Night, and Holiday Movie Night.
- **Parent Survey** – Every year, a parent survey is done to gather input from parents about the school and our programs. This information assists in creating our goals for the School Improvement Plan.
- **School Sign** – This posts daily events, birthdays, announcements, etc.

Opportunities to Get Together

- **Back to School Night** – This is an open house for parents and students to meet the teachers, locate classrooms, cafeteria, etc... before school begins.
- **Family Fun Activities** – Woodworth currently hosts activities such as Mother & Son Activity, Father & Daughter Dance, Family Literacy Night, Family Math Night, and Holiday Movie Night as fun activities.
- **Parent Trainings** - Trainings and other activities focus on assisting parents in the understanding of child development, parenting, and ways to assist their child with academics. Parent training/workshops are advertised with specific information such as titles of sessions, presenters, and dates.
- **Annual Title 1 Meeting** - An annual parent meeting open to the community, where current curriculum and assessment information is disseminated and discussed. Title 1 rights will be presented at this meeting, along with the School Improvement /Title 1 Plan.

Transition Strategies

Preschool Transition Strategies

Woodworth Elementary School's plan for connecting with preschool age children is facilitated through the pre-school teachers, as well as the kindergarten teachers. A variety of opportunities for transition are made available to ensure that both the students and parents are able to adjust to the new environments. Through the community newspaper, district website, letters home, and school sign, families in the community are informed of the exciting opportunities Woodworth offers its students. Our transition plan includes, but is not limited to:

- GSRP (Great Start to Readiness)
- Head Start

- Young Fives
- E.C.S.E. (Early Childhood Special Education)
- Teacher Home Visits (GSRP & Head Start)
- Pre-school students participate in the developmentally appropriate activities. (i.e., field trips, assemblies, March is Reading Month)
- Pre-school classrooms visit Kindergarten classrooms to become familiar with the classrooms and teachers.
- Teacher to Teacher Transitions – Early Childhood teachers observe preschool students to ease the transition for the following year.
- Training is offered to preschool parents on the skills their children will need to enter kindergarten
- Kindergarten Round-Up
- Summer Welcome Letters are mailed to incoming Kindergarteners

Middle School Transition Strategies

There is a plan to transition 4th grade students to Leslie Middle School by providing education to parents and students about the transition, providing more than one opportunity to visit the middle school, facilitating teacher to teacher and building to building collaboration, as well as Back to School night.

Teacher Participation in Making Assessment Decisions

Woodworth utilizes its classroom teachers, as well as its Title 1 teachers, in decision making regarding the use of academic assessments. The assessment results (i.e. screening assessments, formative assessments and progress monitoring) are analyzed to determine student achievement, to identify students demonstrating academic risk, and to plan for classroom instruction. Woodworth uses the three tiered instructional model for reading and mathematics which identifies and ensures that students receive the academic assistance they need. The Title 1 teachers address the needs of students at some-risk and high-risk of not meeting state standards. Supplementary instruction is provided through strategic and intensive interventions in both reading and math. Teachers meet on a regular basis to discuss student progress and modify or intensify interventions. The Title 1 teachers' schedules are adjusted based on the needs of the students. Classroom teachers' instructional strategies are adjusted based on the results of formative assessments and progress monitoring results.

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Action

There is a process in place to identify students experiencing difficulty mastering the State's academic achievement standards at an advanced or proficient level. The process begins within the first weeks of school when all students are administered the FastBridge screening assessment, which helps identify the students who need additional assistance to master the standards. Using the three tiered system of support, students are placed in focused skills groups for instruction and intervention. Using the FastBridge data, a quadrant sort is performed to disaggregate the students into groups according to skill mastery and risk assessment. At that time, Title 1 teachers and paraprofessionals administer "Digging Deeper" assessments to determine students' proficiency levels within their areas of weakness so they can be grouped accordingly. Two weeks after the screening is administered and the data is analyzed, students begin to meet in their skill-appropriate intervention groups, using a curriculum that is aligned with the core and matches the students' area of weakness. In the classroom, students are also grouped appropriately using differentiated learning materials

Progress Monitoring

Students in our intensive interventions receive progress monitoring assessments on a weekly basis (FastBridge or Delta Math). Teachers collaborate at grade level meetings to monitor the data and assess student progress. Modifications and intensity are adjusted, as needed. Minutes are kept in a grade level binder, along with individual student data regarding assessments and interventions. If adequate progress is not met,

after several interventions have been tried, the student is referred to the Academic Response Team.

Student Study Process

The Student Study Team consists of the principal, district psychologist, special education teacher, classroom teacher, Title 1 teacher, speech and language pathologist, literacy coach, school counselor and behavior interventionist (if appropriate). When a student is not making progress in his or her learning, even with interventions in place, the Student Study Team is convened to make a recommendation. The team looks at data from multiple sources (FastBridge, Intervention, classroom, M-Step) and discusses possible reasons for the student's lack of progress. A plan is constructed to help the student be successful; sometimes this includes a referral to a doctor, psychological testing, or making further modifications to the student's interventions and classroom programs.

Coordination and Integration of Federal, State and Local Programs and Resources

All Federal, State, and Local programs and resources will be coordinated and integrated toward the achievement of the school-wide goals. These resources include: Title I A and II A funding, ISD Early Literacy Coach Grant, GSRP, and Head Start.

Title 1 Program Evaluation

Grade level teachers regularly collaborate with the Title 1 teachers about student progress at a grade level meeting. Unit testing from CKLA and EnVision, progress monitoring from interventions, and FastBridge assessments are triangulated to determine student growth. Students who have made progress and have demonstrated success on the core curriculum assessments may be discontinued from interventions. Students who are making progress but have not met the standard, will continue in the current program. Students who are not making progress will be placed into a more intensive program. From trimester to trimester, the number of students demonstrating some-risk or high-risk should be reduced, indicating that the core curriculum and intervention programs are effective. During the school year, the principal and Literacy Coach will observe the teachers' implementation of the core curriculum and intervention materials to ensure that they are being utilized with fidelity. At the end of the school year, the staff, principal, and curriculum director analyze the results of the FastBridge

assessments and M-STEP scores to track Woodworth's progress. Parents, teachers, and students are asked to provide feedback about their view of the success of our programs. From this information, the School Improvement/Title 1 team will compile the Comprehensive Needs Assessment. Goals, objectives, strategies and activities are then adjusted to match the needs as determined by the data.