**Clyde Elementary Schoolwide Title 1 Plan**

**2023-24**

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**Comprehensive Needs Assessment**

| **DATA (2022-23)**   | **Grade Level** | **Proficiency Scores (Reading)** | | --- | --- | | Kindergarten | 57 | | First Grade | 77 | | Second Grade | 57 | | Third Grade | 37.7 | | Fourth Grade | 54.9 | | Fifth Grade | 43.4 |  | **Grade Level** | **Proficiency Scores (Math)** | | --- | --- | | Kindergarten | 68 | | First Grade | 77 | | Second Grade | 44 | | Third Grade | 50.6 | | Fourth Grade | 69.5 | | Fifth Grade | 56.6 |  | **Grade Level** | **Proficiency Scores (Science)** | | --- | --- | | Fifth Grade | 62 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

**Students with Disabilities per Grade Level (2023-24)**

| **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** |
| --- | --- | --- | --- | --- | --- |
| 29 | 24 | 19 | 18 | 27 | 21 |

|  | **2022-23** | | | | |
| --- | --- | --- | --- | --- | --- |
| **subgroup** | **ach\_pct** | **eg\_index** | **eg\_pct** | **spg\_score** | **spg\_grade** |
| **ALL** | 54.3 | -2.35 | 68.2 | 57 | C |
| **EDS** | 46 | -2.65 | 66.7 | 50 | D |
| **SWD** | 13.2 | -3.28 | 63.6 | 23 | F |
| **WHTE** | 54 | -1.9 | 70.5 | 57 | C |

**Attendance Data**

| **Total # of Students** | **Tier 1 - 8 absences or fewer** |  | **Tier 2- 9-18 absences** |  | **Tier 3 - 19-36 absences** |  | **More than 36 absences** |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 468 | 113 | 24% | 240 | 51% | 94 | 20% | 21 | 5% |

| Examine Strengths and Needs:   * Strengths: Our 1st grade reading and math is a strong area according to the Dibels EOY data in relation to the school-wide data, but still in need of improvement. * Needs:Based on the Dibels and EOG data, reading is a weakness across the board in all grade levels, with 3rd grade (2023-24 4th graders) being an area of greatest need. Math is also a concern at all grade levels, with a focus on 2nd and 3rd grade (2023-24 3rd & 4th graders).   Our students with disabilities are a great concern with only 13.2 % scoring proficient.  We also need to focus on students who are economically disadvantaged school-wide based on this subgroup’s performance of 54% below grade level.  Attendance is also an area that needs improvement based on the 22-23 attendance report. |
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| Identify priorities for school improvement: 5 Greatest Needs for 2023-24 school year   * 1. Students with Disabilities (86.8% below grade level in Reading &/or Math) * 2. 4th Grade Reading (63.3% below grade level) * 3. 3rd Grade Math (56% below grade level) * 4. 4th Grade Math (49.4% below grade level) * 5. 5th Grade Reading (45.1% below grade level) |

**Plan Strategies**

| What will instruction look like when your goal is met? This will embed **assessment**. Remember to include a **measurable outcome**. | Strategy | Implementation Steps and Timeline |
| --- | --- | --- |
| Strengthen Core Instruction K-5 | * Data Deep Dives with DPI (K-5) * K-5 mClass assessments * Fundations instruction with fidelity. Fundations Team feedback. * Writing Instruction with rubric scoring. * Implementation of Intervention Block, reducing loss of core instruction for all students. | * DPI Data Dives (9/18/23, 1/22/24, 5/13/24) * mClass Data (BOY, MOY, EOY & progress monitoring) * Fundations Fidelity Checks (Fall,2023 / Spring, 2024) * School-wide schedule * Writing spreadsheets with pre- and post-scores. |
| Strengthen MTSS Process | * Focus on improving attendance school-wide.(Postcards, teacher/admin phone calls, incentive program, Tardy Sidewalk Sign) * Individual Teacher & MTSS team meetings * Behavior data analysis with implementation of Discipline guidelines and grid. * Title 1 teachers / tutors will be employed to serve each grade level within the intervention block using evidence-based interventions to meet the needs of individual students. (PALS, Fundations, LLI, HELPS, Great Leaps) | * Attendance data each month. Compare with 2022-23 data * MTSS data (academic, behavior) * Completed teacher discipline grids / Educator Handbook data. Focus on # of referrals * Title 1 Lesson Plans and progress monitoring data. |
| Strengthen EC services | * Implementation of Intervention block to provide specific time for EC services per grade level 5 days a week. * Planbook will be used by all EC teachers for lesson plans * EC/ general education teacher communication will be improved through monthly meetings. | * School-Wide schedule * EC lesson plans * EC / Classroom Teacher monthly meeting notes |

| Date of the **review** of the school **parent engagement plan** with parents and stakeholders. | 9/5/2023 & 9/07/2023 |
| --- | --- |
| Date of the **school parent engagement plan distribution** (website and paper)**.** |  |
| Date of the **review** of the **parent/teacher/student compact** with parents and stakeholders. | 9/05/2023 & 9/07/2023 |
| Date of the **distribution** (website and paper) of the **parent/teacher/school compact**. | 9/26/2023 |
| Date of the **annual Title I Meeting**. | 9/26/2023 |
| The date that you distribute and share the **general testing letter**. | 9/25/2023 |

**Planned Parent Engagement Activities**

| Activities for parents as teachers  1. Curriculum Camp Out Evening  2.Agenda book | Parents will learn  1.Curriculum guidelines for their children  2.Writing standards and strategies for helping their child at home. | Resources needed  1. Curriculum standards for Math & reading per grade level.  2. Journals / pencils / writing standards handout  3. Fundations Packet |
| --- | --- | --- |
| Activities for parents as learners  1. Math & Science Evening  2. Night School | Parents will learn  1.How to communicate with kids.  2. Math and Science curriculum activities  3. Importance of nonfiction reading | Resources needed  1.Speakers / Presenters for Night school sessions  2.Math activities/manipulatives to give away  3. Science experiment materials. |
| Activities for parents as decision-makers  1. Attend School Parent Advisory  2. Attend School Improvement Team (SIT) Meetings  3. Attend PTA meetings  4. Complete School Surveys | Parents will learn  1. The decision making process which takes place during SIT meetings  2.About issues and /or concerns as well as goals of the school improvement plan | Resources needed  1.Meeting agendas / notes  2. Invitations for parents  3. School Surveys |
| Parents as supporters/advocates  1. Meet & Greet  2. Kindergarten Curriculum Night  3. Volunteers for Class & Whole School functions such as Water Day, Book Fairs, PTA Dances, etc.  4. Parent Conferences | Parents will learn  1. School processes and procedures.  2. Ways to be involved in student growth and school-life  3. Student growth, areas of strength and weakness, | Resources needed  1.Volunteer calendar / sign-up  2.Book Fair coupons  3. Data talking points for conferences. |

**Coordination and Integration**

| Resources Needed to Implement Plan Strategy 1:  DPI experts for Deep Data Dive Sessions/ BOY,MOY,EOY mClass data, Fundations materials, School-wide Writing Rubric, Intervention Block Schedule, Time for grade level PLCs |
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| Resources Needed to Implement Plan Strategy 2:  Absence Postcards, Attendance Incentives, Discipline Grid & Guidelines, PALS, Fundations Resources, LLI, HELPS, Great Leaps, Schedule for MTSS meetings, Educator’s Handbook, Title 1 Teachers & Tutors, Planbook, Attendance records |
| Resources Needed to Implement Plan Strategy 3:  Planbook, Intervention Block Schedule, Time for EC/Classroom teacher collaboration |

**Evaluation and Plan Revision**

Signatures for Plan Development/Revision/Review Meeting

| Meeting date - | Plan Development |
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| Name | Role |
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Signatures for Plan Development/Revision/Review Meeting

| Meeting date - | Plan Development |
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Signatures for Plan Development/Revision/Review Meeting

| Meeting date - | Plan Development |
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