

Haskell Elementary School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Haskell FY 19- Title I Plan Components and Prompts to Meet the ESEA, as Amended by the ESSA

1. Comprehensive Needs Assessment
 - Uploaded into Basecamp

2. List other special or support programs offered at your school.
 - Peer Helpers
 - Chess Club
 - Soccer
 - Basketball
 - Running Club
 - Boy Scouts
 - Girl Scouts
 - 5 day STEAM camp
 - Class Dojo
 - Second Step
 - A Connected School
 - 7 Habits of Happy Kids
 - Student Ambassadors
 - Behavior Specialist groups
 - Math additional instruction
 - Reading additional instruction
 - Edgenuity/Compass Learning
 - Reflex math
 - STEAM implementation

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3. Describe school wide improvement or reform strategies in narrative forms, to include:
 - a. Opportunities for all students, including each of the subgroups
 - We are using A Connected School platform (and also adding in other programs such as Second Step and Leader in Me) to reduce disciplinary instances for all of our subgroups – including, but not limited to our economically disadvantaged students, students with disabilities, homeless students, and our large population of African American students. It helps keeps students in school while showing the students how to take ownership of their behavior. Our goal is to help the students internalize the process and help prevent the same or like issues from happening again the future.
 - We are providing many after school activities at little or no cost to all of our families. This includes sports, scouts, chess, and other relationship building/leadership opportunities.
 - We offer 5 additional days of instruction through STEAM camp. These are bonus school days are aimed at engaging students in the STEAM learning process with hands-on activities. It also includes activities that help strengthen our school community and relationships with our families. All of our students are invited, including, but not limited to our economically disadvantaged students, students with disabilities, homeless students, and our large population of African American students.
 - We offer free breakfast and lunch, Breakfast after the Bell, and Farm to Table to all students in our building. We also applied for a Fruit and Veggie Grant to provide a healthy snack to all of our students and subgroups.
 - Academic opportunities include providing a strong literacy base for our K-3rd grades using Reading Horizons, MAP continuum, and integrated literacy opportunities using FOSS. We will continue offering PD for our teachers with the programs that support literacy that include, but are not limited to: FOSS, Reading Horizons, NWEA MAP. We will also provide additional instruction through Title I teachers for students that are below grade level in specific skills and strategies in the areas of reading and math.
 - b. Methods and strategies to strengthen and enrich the program
 - Integrated literacy professional development will be offered to all teachers to strengthen teacher understanding of the integrated literacy approach. It will allow flexibility in classrooms and help teachers use time creatively. Additional instruction will also be incorporated during this time. An instructional coach is assigned to Haskell and will focus her attention to K-5 teachers on specific, targeted areas of need.

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- A Connected School training and refresher will be offered to current and new Haskell staff. This platform helps increase a student's level of coping and success. Students are taught how to handle themselves in various setting and make a plan for success. The goal is for students, including our subgroups (economically disadvantaged students, students with disabilities, homeless students, and our large population of African American students) to be able to remain in class and find social and academic success.
 - Our Behavior Specialist will work with teachers and Peer Helpers to facilitate daily circle time and teach 7 Habits of Happy Kids to all of our students - including, but not limited to our economically disadvantaged students, students with disabilities, homeless students, and our large population of African American students.
- c. Ways to address students' needs, especially those at risk of failing
- School performance data will be used during bi-monthly PLCs to guide instructional decision making. Data driven decisions will be used to identify gaps in students' learning. Electronic individualized learning plans will be made for every student in our school - including, but not limited to our economically disadvantaged students, students with disabilities, homeless students, and our large population of African American students. Student progress will be monitored monthly by both classroom teachers and support staff. We will continue to use A Connected School (ACS) to support students and teach appropriate behaviors.
 - Title funding will be used to purchase services, materials, technology, professional development, and personnel to help raise achievement for students.
 - Purchased services may include, but are not limited to: Reading a-z, Reflex math, Compass/Edgenuity
 - Materials may include, but are not limited to: literacy materials, math manipulatives, science, technology, and engineering hands-on materials.
 - Technology may include, but is not limited to chromebooks, ipads, carts, headphones, and device cases.
 - Professional Development may include, but is not limited to NWEA, Compass/Edgenuity, Reading Horizons, FOSS, STEAM, and other science, literacy, and numeracy workshops that will help teachers develop skills and strategies to raise achievement.
 - Personnel may include, but is not limited to math instructional coach, literacy coach, instructional coach, reading and math tutors.

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4. Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas.
 - We utilize A Connected School (ACS) with our students and staff. This program assists teachers in creating a positive atmosphere for the students to succeed. When done correctly, it also allows students to remain in the classroom in order to improve their academics.
 - Our Behavior Specialist works directly with students, teachers, and parents to assist in decreasing undesirable behaviors. He mentors students and helps them to be successful in and out of school.
 - We have a community agency, Rosecrance Berry, which provides onsite mental health assessments, parent meetings, and weekly counseling. It allows for a next level of support for our students and their families that are not being successful in the classroom.
 - We provide afterschool activities to students that need additional time to develop certain inter-personal skills. Many of these groups include, but are not limited to our economically disadvantaged students, students with disabilities, homeless students, and our large population of African American students.
 - A Peer Helper Support System is being implemented this school year to help use some of our students as guides with other struggling students. We piloted the program this year, and found that some of our students that have struggled with behavior in the past have been the most successful in reaching other students.
 - Six-ten students will become become part of the district's Student Ambassador Program this coming year. Students were taught inter-personal skills that included handshakes, eye contact, asking and answering questions, and giving tours.
 - Title I resources needed may include, but are not limited to sanitary supplies, uniforms, and school supplies. Resources may also include professional development for the staff on social-emotional standards. Programs, such as Leader in Me and Connected Schools, may be utilized to help students and families in need.

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5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs.
 - Alma Mater Mondays – staff wears gear to reinforce the importance of college. Students then begin to become aware of the different paths that our teachers have taken and begin to imagine their future.
 - Career day – 2nd-5th grade students will participate in a STEAM career dayschool and participate in a large College and Career day. Numerous professionals, trades, and schools are on hand to give a short demonstration and answer questions. Transportation costs may be needed through Title I.
 - “I Know I Can” book is read aloud and presented to all 3rd graders. This program stresses the importance of college and post high school choices.
 - Title I funding may include materials for FOSS and other STEAM programming. Monies for PD and manipulatives may be needed.

6. Describe any activities regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.
 - ACS is utilized on a daily basis with students, parents, and staff to demonstrate the importance of good choices and positive behavior. (Tiers 1,2, and sometimes 3)
 - Second Step program is taught to all k-5 students as a way to address the social/emotional standards. (Tier 1)
 - Check-in/check-outs are used for students that need a little more structure in their day. It also increases parent communication and a duplicate copy is sent home daily.
 - Teachers are required to track and turn in positive communications to parents on a monthly basis.
 - We have a school social worker three days a week to work with students with an identified disability that require social work minutes.
 - Problem solving team meets every Thursday to discuss any students that may be struggling – academically or socially.
 - IDEA services are done through the district’s special education team process. Title I dollars may help supplement teaching academic and social-emotional standard needs.

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7. Describe any activities regarding professional development to improve instruction and use of data.
 - Use of Instructional coaches to meet with teachers on a daily basis.
 - Three PLCs per month will take place where teachers look at their data and identify an area of success and concern as well as STEAM development.
 - NWEA trainers will return to school to train the teachers on the various instructional functions and reports connected to MAP testing.
 - Instructional Coach will attend intense PD offered both in and out of district. They will then bring that back to school and meet with teachers on best practices including, but not limited to integration, coaching, literacy, math, differentiation, STEAM.
 - NWEA Fusion Conference will be attended by administrator, teacher, and instructional coach. We will also be presenting on the success of using Map skills k-2. New strategies will then be brought back to our school and implemented for the 17-18 school year.
 - New and veteran teachers will attend training for Edgenuity/Compass Learning.
 - K-3rd teachers will all be trained in Reading Horizons. Reading Horizons is a comprehensive phonics program that has shown to increase student success in the foundational reading components.
 - Title I funding may be needed to provide professional development to teachers and staff in the areas of science, technology, engineering, math, and literacy. We will seek out PD in the form of in-service models held at the school, as well as out-of-district workshops to help strengthen adults in our program. This funding should include workshop and presenter fees, travel, meals, parking, and other required fees.

8. Describe any activities regarding strategies for assisting preschool students transition from EC programming to the elementary school program.
 - We send a letter to incoming kindergarten students and their parents before school registration. We invite them to visit school and become familiar with their new environment.
 - We held a mandatory orientation for any parents interested in our program. Over 60 parents (and many students) attended in January, February, and March.
 - We invite all students to attend registration with their parents. Many teachers come to school that day to meet their students and show off their classrooms.
 - Title I funding may be used to buy materials such as, but not limited to, transition folders that will be given out at kindergarten orientation. Monies may also be used for staff on-site to meet and screen incoming kindergarten students.

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9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.
 - Provide monthly PD to all teachers in the building on best practices.
 - Book Study on Growth Mindset Coach during 1st Trimester.
 - PLTW training will be held in June and July for 8 staff members. All other staff members will be trained summer 2019.
 - Vertical/ horizontal alignment will be done during PLC meetings twice each month.
 - Teacher mentors will work with new teachers within the building.
 - Title I funding may be needed to provide professional development to teachers and staff in the areas of science, technology, engineering, math, and literacy. We will seek out PD in the form of in-service models held at the school, as well as out-of-district workshops to help strengthen adults in our program. This funding should include workshop and presenter fees, travel, meals, parking, and other required fees. Monies may also be needed for additional after-school meetings that may include, but is not limited colleagues and coaches providing training for staff members on new programs, district-wide assessments, and other necessary PD.

10. Describe any activities and/or approaches to support homeless children and youth.
 - We help coordinate our parents and out district homeless department.
 - We help get a child a quick transportation assignment each time they move to ensure they do not miss school.
 - Help provide uniforms to students that are in need.
 - Pay for extracurricular activities and field trips for any homeless youth.
 - Ensure that they have all necessary supplies at the beginning and throughout the school year.
 - Title I funding may be needed for supplies for the nurse such as hygiene products, undergarments, and toiletries to assist with daily living.

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11. Describe any activities and/or approaches to engage parents in their child's education and school.

- Family STEAM nights will be held throughout the school year. Students will complete activities alongside of their parents to help connect school and home.
- After school athletics are scheduled throughout the year. Parents attend games and practices to feel part of the program.
- We removed formal homework this year and instead gave parents ideas on how to spend quality time with their children. We, of course, reminded our families on the importance of reading and math facts, but took away stress of nightly homework. The outcome included not as many students missing recess for something that was out of their control. We will be hosting 2 Parent Academy meetings this year to help the parents learn better ways to engage with their children – both at home and through school. Title I funding may be needed to purchase supplies and materials for our monthly meetings.
- We will hold two Arts Showcase in April to demonstrate to parents the importance of fine arts instruction and the link to academic success. Funding for materials may be needed.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.

- Community stakeholders were involved in our Strategic Plan through district-level meetings. We invited community members, parents, teachers, and other staff to be a part of this process. We had a total of 5 (all day) meeting last year.
- We have open communication with our parents about the benefits of our Title I school planning. We invite them to be an active part of their child's education.
- Teachers had input when creating this plan. Their voices were heard and ideas implemented into the plan.