

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

2018-2019 School Wide Plan

Froberg Elementary School

4555 20th Street Rockford Il. 61108

School Wide Reform Strategies:

1. Comprehensive Needs Assessment (See Separate Document)

2. List other special or support programs offered at your school.

Froberg Elementary School offers the following special programs:

- Response to Intervention support for students who are performing below grade level as indicated by the MAP, F & P, DIEBELS and other formative assessments. Tutoring before school.
- Fit Program – Families in Transition
- PBIS - Positive Behavior Intervention Supports
- A World In Motion – Engineering Program for all students
- Peer Mediation, social groups, safety patrol and student council
- Extracurricular Activities: Basketball, Cheerleading, Band, Robotics, Chess Club, Bowling

3. Describe school wide improvement or reform strategies in narrative forms, to include:

a. Opportunities for all students, including each of the subgroups

b. Methods and strategies to strengthen and enrich the program

c. Ways to address students' needs, especially those at risk of failing

- a. Froberg school continues with the implementation of the Daily 5/Café, Daily 3 and Personalized Learning structures during the 2018-19 school year. These models support differentiation, student goals and individual learning plans. Through learner profiles teachers are better able to adjust learning strategies with their students. Through student conferencing and strategy based groups, teachers will be able to focus on the individual learner. Edgenuity will be used as part of the individual learning plans and goal setting. Students will be able to work at their instructional level and at their own pace. Teachers will monitor progress and give feedback during student conferences. Students will also have the opportunity to use this resource at home. A large number of books are needed in the classroom and library. An extensive selection of different genres, interest levels and reading levels increases student engagement in reading at school and at home. All students are progress monitored with MAP, DIEBELS, F & P and teacher created assessments. All students must have equal access to the reading materials, therefore, goal setting is used to monitor this progress. Tiered interventions for academics and behaviors will continue through RTI services and PBIS. Increased parent involvement through training and communication is necessary to improve

reading supports at home. Through data analysis the Froberg staff will closely monitor the academic progress for different sub groups and students who are at risk of failing.

- b. The monthly data teams are used to monitor student progress with tier 1 instruction. Emphasis is given to the effectiveness of instructional strategies with specific resources used in the classroom. The data is broken down to look at different subgroups and their progress. During this time individual learning plans are developed if needed. Teachers also have the opportunity to observe each other in the classroom to learn new strategies and give feedback. Vertical team meetings allow teachers from each grade level to meet and discuss strategies, learning standards, data and subgroups. Plans are made as a whole school to determine the next steps for improvement. The school leadership team facilitates the planning and PD. Parents complete the 5 essentials survey to give feedback on instruction and school climate. Through the evaluation process teachers get feedback on their teaching using the 4 domains in the Danielson framework. Teachers develop goals that include professional development aligned with the school's initiatives. Professional books used with book studies promote further development and reflection of professional practice.
- c. Froberg school has an MTSS plan for behaviors and academics. Tutors are used for Tier 2 and 3 math and reading interventions on a weekly basis which will include outside of the school day. Tutoring will start before school and continue throughout the school day by having the tutors work with students in the classrooms during small group instruction. LLI kits and other resources will be used for reading interventions. The Investigation Navigation resource and other strategies are used for math interventions. Every 6-8 weeks tutors meet with the classroom teachers to discuss strategies and progress monitoring data. Groups are realigned as necessary and new strategies may be implemented. Students who receive Tier 3 intervention and have not shown progress will be referred to the problem solving team for additional intervention planning. At this point, the student may continue with a different intervention plan or receive a referral to the special education team.

Froberg will continue with these structures and approaches to ensure that all subgroups and students with specific learning needs are being met. Title 1 funding will be used for tutors, which will include tutoring before school, books, general supplies, and software for individualized instruction.

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.

Froberg Elementary school works with outside agencies to provide supports for students who need mental health services. The social worker and principal provide this information to the families and communicate with the outside agencies of families who are already receiving services. There is consistent implementation on Tier 2 & 3 PBIS behavior interventions that include check-in/check-out, social skills groups, student success plans. The 5th grade peer mediators work with all students to resolve conflicts and to teach them strategies. Some of the

intermediate grades participate in book buddies with primary grades. There is a focus on the growth mindset to encourage students to persevere. The growth mindset language is used throughout the day by all staff and students. It supports student goal setting so that students believe that they can accomplish their goals through well articulated action plans, consistent progress monitoring and perseverance.

Froberg will continue to provide social/emotional supports that significantly impact academic achievement. Emphasis will be placed on the social emotional learning of self-awareness and self-management skills. The Dean of Students will support teachers in creating more opportunities for implementation of specific behavior plans for students that will support their learning. Consistent growth mindset language and actions are a part of all areas of instruction. Title 1 funding can be used for professional development with student goal setting and growth mindset and general supplies.

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.

Froberg School is a K-5 building, so therefore postsecondary credit is not offered. However, the focus at Froberg for PBIS is being college and career ready. Classrooms have University names and compete to earn different degrees (Associates, Bachelors, Masters and Phd) so that students understand the progression of degrees. Students are called scholars and can earn scholar dollars for academic/behavior excellence. This year Froberg has put more emphasis on student goal setting, which is the focus of Goal 1 of the Illinois Social Emotional Learning Standards. Training for teachers has included student goal setting, Daily 5/Café, Personalized Learning and conferencing which creates structures for learner independence and personal growth. There are numerous extracurricular activities to give students experience in different areas that will support them in postsecondary education. A World in Motion is a STEM program that is implemented to all students. They have the opportunity to experience what a career might be like in engineering, while using high level thinking strategies. Many of the books used during literacy instruction have a career theme, and teachers also take opportunities for career exploration through project based learning. The resource Define STEM will allow students the opportunity to explore different topics of interest. Through student goal setting with clearly articulated action plan and progress monitoring students will understand the importance of their learning and become more invested in their academic work.

Froberg will continue creating opportunities for career exploration through project based learning and books in the classroom libraries. Emphasis will be placed developing learners with self-awareness and self-management skills that will help them to be successful in postsecondary education. Teachers will continue improving the growth mindset culture with the Growth Mindset Coach book. Therefore, creating a culture where students believe that hard work and effort will make a difference. Title 1 funding will be used for books about

careers in the classroom and library, professional books for teachers, stipends for book studies, general supplies, chromebooks and IPADS and other technology related materials.

6. Describe any activities regarding the implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.

Froberg school has an MTSS plan for tiered interventions for behaviors and academics. Tutors are used for Tier 2 and 3 math and reading interventions on a weekly basis, which will also include before school. Tutors will collaborate with the classroom teacher and work with students in the classroom. LLI kits and other resources have been purchased for reading interventions. The Investigation Navigation resource and other resources from the curriculum map are used for math interventions. New strategies with the Math in Practice materials will shift instruction to more emphasis on problem solving and a deeper understanding of mathematical practices. Every 6-8 weeks the tutors will meet with the classroom teachers to discuss strategies and progress monitoring data. Groups are realigned as necessary and new strategies may be implemented. Students who receive Tier 3 intervention and have not shown progress will be referred to the problem solving team for additional intervention planning. At this point, the student may continue with a different intervention plan or receive a referral to the special education team.

Froberg also uses the tiered level for behavior supports. At the tier 1 level, teachers use the Second Step materials and PBIS expectations. The tier 2 and tier 3 level of behavior supports include small group instruction for specific behavioral concerns. Check-in/check-out is used for as a Tier 2 & 3 intervention. Student Success Plans are kept to track strategies and progress for targeted behaviors. Training was done at the beginning of the school year with the social/emotional learning standards.

Froberg will continue with the MTSS (Multi-tiered Systems of Support) structure, but will focus on additional professional development for interventions and implementation. Title 1 funding can be used for tutors, books, general supplies, subs for teachers during MTSS meetings, instructional resources to engage learners, stipends for professional development and professional development books.

7. Describes any activities regarding professional development to improve instruction and use of data.

Froberg Elementary School has been using the SMART process for about 4 years. Ongoing professional development on using data for instructional planning and student goal setting has been the focus as a whole school and in the grade level PLCs. SMART goals are written each year for the school and at each grade level. Teachers have had training with writing formative assessments to progress monitor their students and determine the effectiveness of specific

instructional strategies, curriculum mapping and resources. Emphasis will be placed on the PDSA cycle. We will continue using MAP to measure student growth. Specific training and coaching will be done throughout the school year. The MAP projected growth in reading from winter to spring was significant this year up from 40% to 51%. In math the projected growth was up from 39% to 61%. Teachers will continue with training on how to use MAP assessments for instructional planning and how to develop individual student learning plans with the learning continuum.

Professional development continued through the 2017-18 school year with the Daily 5/Café, Daily 3 and Personalized Learning. Books studies and workshops were done throughout the school year. Emphasis was placed on creating structures that supported individual learning and growth. John Hattie's meta-analysis research places self-reported grades at top for the highest effect size on student achievement, which is the foundation of Daily 5/Café, Daily 3 and Personalized Learning.

Additional training with Edgenuity and Reading Horizons will continue into next school year as the students learn how to use the program at school and at home. Teachers will utilize student data for student progress monitoring and effectiveness of instruction. Individualized learning pathways will be aligned with the MAP scores with a goal to improve student projected growth.

The last school year teachers were able to observe each other to learn new strategies and give each other feedback through peer observations. Teachers were given time to conference and develop plans for implementing new changes in their classrooms.

Professional development will continue with MAP with an emphasis on student growth learning plans and using the learning continuum. As teachers receive training, emphasis will be placed on student involvement with their own goals and learning plans. Through conferencing, students and teachers will review the data, and teachers will use strategies to empower students to develop their own learning plans. Next steps for the Daily 5/Café, Daily 3 and Personalized Learning will be put into place along with professional development. Title 1 funding can be used for professional development with NWEA, Edgenuity, Daily 5/Café and Personalized Learning. Also stipends for training, subs for teachers during days for coaching, paper, instructional resources to engage students, classroom libraries, professional books.

8. Describe any activities regarding strategies for assisting preschool students transitioning from EC programming to elementary school program.

Froberg Elementary School holds transition meetings for incoming kindergartners with IEPs in the spring prior to the upcoming school year. These meetings include the Froberg team members and staff from the sending school. Transition needs are discussed.

The kindergarten teachers have an open house in the fall prior to the start of school. All parents are invited to attend. The principal and the teachers talk to the parents about

expectations for kindergarten and what they will need to do at home to support their child's learning. There were 63 out of 70 kindergarten students who attended the Open House and almost 100% attend the parent/teacher conferences. A kindergarten curriculum night was held in September, but only about a third of the families attended. But there were only 21 students who completed their reading goal at home for all three trimesters. Therefore, we need to be more specific on how/what parents need to do at home to support literacy skills.

Through newsletters and family nights the kindergarten teachers will continue to inform parents about the resources and instructional approaches that are used at school. Parents will also be given more information about specific strategies to use at home with developing early literacy skills. Title 1 funding can be used for the following: general supplies, books, resources and training for parents.

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.

The principal uses the Danielson model for teacher evaluations. Ongoing inter-rater reliability training continues for the principal to ensure quality evidence collected and accurate ratings. A professional development plan is created at the beginning of the school year that is aligned with the school wide plan targeted for improving curriculum, instruction and assessment. Professional books are purchased for books studies. Workshops and coaching opportunities are available for all teachers. Ongoing training with the Danielson framework provided by the principal and dean will occur throughout the school year.

At the beginning of the school year, teachers will write goals and action plans for professional growth. These goals will be monitored throughout the school year. The instructional coach will support teachers through the student centered coaching model. The principal and dean will provide feedback and create professional development opportunities for all teachers. There will also be a teacher mentor on staff to support new teachers. Peer observations will be offered monthly for teachers to observe each other and learn new instructional practices.

We will continue to provide professional development and provide feedback through informal observations and walk-throughs. Title 1 funding can be used for professional development, stipends, workshops fees and travel expenses, substitutes, general supplies, and books for professional book studies.

10. Describe any activities and/or approaches to support homeless children and youth.

The families in transition program provides the following supports:

- Stay in the school of origin or choose the attendance areas school where they are moving
- Receive transportation to and from the school of origin

- Immediately enroll in school, with or without school records
- Get free breakfast and lunch waivers
- A priority to pre-school programs
- Receive educational services comparable to those provided to other students

Froberg also partners with the local churches in providing school supplies and bags for our students that are enrolled in the families in transition program. During the holidays, the Froberg staff works with the church to provide families with turkey dinners. Counseling is provided by the office staff, dean and principal regarding the process for enrolling in the families in transition program. In order to minimize the disruption in the child's learning, Froberg works with the families to ensure that the proper paperwork is completed to receive transportation accommodations to Froberg. Froberg also provides books, notecards, pencils and other resources if needed by the family.

The Social Worker, Dean and Principal are available to provide counseling to students and their families. Classroom teachers and other staff monitor student behaviors and interpersonal skills with other students. The Social Worker maintains current information about resources in the community that she shares with the families. The school nurse provides families with information about community health centers and ways to access. Froberg also holds dental screenings at the school twice a year and transportation to the dental office for additional services. Tutoring and breakfast are offered in the morning prior to the start of school.

Since these students academically perform below their peers, it is important to improve academic and behavioral supports. This office staff will track our homeless students to ensure that the services are being utilized if needed. The staff will also help in tracking progress, monitoring behaviors and providing supports in the school environment. Title 1 funding can be used for tutoring services, books to use at home and school supplies to use at school and home.

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

Froberg holds an Open House/School supply drop off night prior to the start of school. Families can meet the staff, tour the building, meet the PTO and learn about the academic/behavior expectations for the school year. Two parent/teacher conferences are scheduled for the school year, one in the fall and one in the spring. The students are involved during the conferences, with the spring conference being student led. Monthly newsletters provide information about school events and other general information. Newsletters will have a focus instructional practices so that parents understand the goals at school.

Classroom teachers send home newsletters to keep parents informed about what the students are learning in the classroom and what parents can do at home to help their child with literacy and math. School and District information is posted on the Froberg website. Online resources/software have been purchased so that the parents can access these outside of

school. Science, reading and math family nights are planned during the school year to bring families into the school to have hands on experiences on how to help their child at home and to learn more about standards taught at school. Monthly PTO meetings are scheduled to plan activities that support the instructional programming at Froberg. There is a high attendance rate for Open House, Family nights and parent/teacher conferences, but students that reached the goal for reading at home was less than half of the students. Therefore, the focus will be on making sure parents understand the importance of what needs to be done at home and how to do it.

Emphasis will be placed on reading at home and how the students will be setting their own goals. Parents will also need information about software that can be used at home. Title 1 funding can be used for general supplies, Edgenuity, library books, books for classroom libraries and materials for parent information nights.

12. Describe any activities and /or approaches to meaningfully engage stakeholders in the development of your school's Title 1 Plan.

The School Wide Plan will be reviewed with the staff at the start of the school year. This plan will be the foundation for school improvement planning and purchases during the 2018-2019 school year. Updates regarding school wide strategies and approaches will be updated in the monthly newsletters. Information will also be posted on the Froberg school website.

Progress monitoring with school/district created staff and parent surveys will be used throughout the school year. The 5 Essentials Survey will also be given out. The feedback and results will be made available to staff and parents to involve them with the progress and implementation of the plan. The different assessments such as, MAP, PARCC, Discipline, Demographics will be used to ensure that the strategies have been effective with all students, with careful attention to different subgroups. The Leadership team will meet monthly to review data and monitor the progress of the plan.

Froberg school will put more effort in engaging stakeholders with the school wide plan through communication and feedback opportunities emphasizing the strategies in the plan and survey questions that are specific to the plan. This valuable input will be instrumental with the success of each strategy described in the plan. Title 1 funding can be used for general supplies for open house/family nights and communication with parents.