

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

Title I Plan Components and Prompts to Meet the ESEA, as Amended by the ESSA
June 2018

1. Comprehensive Needs Assessment – See Document 2018-2019 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY WELSH
2. List other special or support programs offered at your school.
 - A. ESL Teacher- We have a need for an ESL support program because 89% of our Hispanic population at Welsh did not meet on PARCC testing. We have 3.4% of students considered ELL.
 - B. Multi-Tiered System of Support- We have an Title 1 Teacher and two Reading tutors who work directly with Tier 2 and Tier 3 students individually or in small groups at a minimum of four days a week. The Title 1 teacher manages the tutor program, analyzes student data, collects progress monitoring data, consults with classroom teachers, completes a Tier 3 annual report and attends Special Education TEAM meetings to contribute clinical reports to move students into Special Education services. We need this multi-tiered system of support to continue because it served 8% of the student population at Welsh School during the 2017-2018 school year. Students receiving Tier 3 interventions showed growth (see Comprehensive Needs Assessment). In general, our NWEA MAP and PARCC data indicates that additional support is needed since 50 % of students met their goal on MAP math and 41% met their goal on MAP reading. PARCC data reveals that 6% are ready for the next level. We need this system so that our Tier2 and 3 students, or lowest performing students, get the support they need to achieve in the classroom. Additionally, thirty-six students in first and second grade received direct Tier 2 interventions from the Title 1 teacher and tutors.
 - C. BIS- Our school has a Behavior Intervention Specialist who assists teachers with Tier 2 and Tier 3 students needing behavior interventions. They use individual /small group interventions and Connected School strategies to deescalate behaviors and to get students who are having behavior issues ready to learn or make sure children do not disrupt the learning environment for others. They also assist teachers in Tier 1 instruction of Connected School lessons and run our PBS committee for positive behavior incentives. They intervene with students during lunch hours and helps to maintain positive behaviors during these times. The need for a behavior specialist is best described by looking at our behavior

data on the Data Dashboard- EOY 2017 on basecamp. We need to continue with their support because of the high need for help in this area.

- D. PBS- We use PBS as our Tier 1 behavior intervention system with positive incentives for students to work towards. We teach procedures and school rules through the PBS program. Refer to the Data Dashboard- EOY 2017 on basecamp for data on school behavior. We need to continue PBS support in order to help students make positive choices about behavior.
- E. Second Step- We are starting to implement the Second Step behavior program to supplement our Tier 1 SEL curriculum in every classroom. We need a program like this in order to help students make better choices in terms of behavior. Refer to the Data Dashboard- EOY 2017 on basecamp for data on school behavior
- F. YSN/Tuancy- We have a 16.5% chronic truancy rate at Welsh School for 2017-2018. We need to continue the YSN/Tuancy program that monitors truancy, contacts parents, and gives incentives for students that are present at school on a regular basis.

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

- a. Opportunities for all students, including each of the subgroups
- i. Tier 1 – Reading Horizons K-3, Literacy Footprints K – 2, Integrated Literacy K-5 (District Initiative), Making Meaning K-5, Units of Study K-5, CAFÉ/Daily 5, Math Investigation, Math Talks. The district curriculum and the curriculum maps are used by all teachers.
- ii. In Literacy, academically we meet the needs of all our students through Tier 1 instruction using the district Integrated Literacy and Reading Horizons programs. Our K-2 students have an additional program; Reading Literacy Footprints for Guided Reading. We are utilizing online reading resources such as Raz-Kids, Tumble books to supplement the resources for the reading block.

In Math, we meet the needs of all of our students through the Math Investigations curriculum program and through common strategies such as Math Talks and Guided Math.

For Social & Emotional learning we meet the needs of all of our students through the Connect Schools program and PBS system.

- iii. **Curriculum Overview:** Welsh school uses Integrated Literacy as the primary language arts curriculum. Teachers have access to a levelled bookroom and online resources to support this program. The district is providing K-2 teachers with a Reading Horizons for systematic phonics instruction. The school utilizes guided reading instruction to include but not limited to Literacy Foot prints and Next Steps in Guided Reading. Teacher in grades K through 5 use Daily 5 for structuring the reading block and planning whole group to small group instruction. CAFÉ is used for goal setting and instructional focus. All grades teach writing using but not limited to Units of Study curriculum (Caulkins, Heinemann). Making Meaning is used to supplement literacy instruction through modelled read alouds with imbedded strategy instruction and reinforced cooperative learning.
- iv. Math instruction is focused around the district curriculum map and the Math Investigations program. Teachers supplement math instruction with manipulatives from a school math resource room. Math Talks are used at each grade level. Teachers balance instruction to include whole group and small group instruction (guided math model). Math is integrated throughout the day through Integrated Literacy.
- v. Social and emotional learning is taught through a schoolwide to include but not limited to PBS program and the use of Second Step curriculum in all K -5 classrooms. Welsh uses A Connected School reinforced by our behavior specialist to support all students.

These programs are highly differentiated so we are able to meet the needs of our subgroups; Hispanic, Black and low-income. Our implementation of a Multi-Tier System of Support with Title 1 teachers and ELL teachers adds additional support for our subgroups.

Title 1 can be used but not limited to the following items.

Student Achievement	See NWEA MAP, PARCC, & Illinois Report Card for data. Students show growth in reading	<ol style="list-style-type: none"> 1. Focus on quality Tier 1 instruction. 2. Use PLC to analyze and respond to student needs. 3. Use block scheduling and 	Teachers use common planning time to collaborate and refine Tier 1 instruction. Leadership/S.M.A.R.T.
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	and math from Fall to Spring term on NWEA MAP	common planning time at each grade level.	closely monitor student data and grade level goals
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	See NWEA MAP, PARCC, & Illinois Report Card for data.	<ol style="list-style-type: none"> 4. Utilize vertical alignment to help teacher effectively plan and instruct students. 5. Capitalize on teaching time during each school day. 6. Improve and refine Multi-Tiered System of Support 	<p>Highly focused PLC time using research based professional development.</p> <p>Use the Instructional Leader to improve teacher quality and lead to improved student outcomes.</p> <p>Utilize the Academic Achievement Specialist to analyze data, implement tutoring program, instruct students, provide diagnostic assessments, and assist teachers with Tier 2 instruction.</p> <p>Teacher tutors will be hired to implement Tier 2/3 tutoring. Stipends for teachers for</p>
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			<p>afterschool tutoring and curriculum work.</p> <p>Use the ELL teacher to meet the need of English language learners.</p>
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- b. Methods and strategies to strengthen and enrich the program
 - i. Professional Development, Instructional Coach, Data Retreat, PLCs, Leadership, SMART sharing, Common Planning Time,
 - ii. Welsh school has several teams in place to assist the administration in analyzing school data and planning for improvement. The main teams are: Leadership/S.M.A.R.T, PBS – Positive Behavior System Team, and Building Committee. Teachers and students have access to technology including but not limited to multiple YOGA, Chromebook and iPad carts at each grade level.
 - iii. We provide professional development based on teachers’ needs assessments and administration observations. We have an instructional coach to assist teachers in providing quality, research-based Tier 1 instruction and to provide professional development in their areas of expertise. Teachers and staff meet regularly in PLCs to analyze data, plan instruction, share strategies, and meet across grade levels. The Leadership team consists of a teacher from every grade level, a Special Education Teacher, Instructional Coach, Title 1 teacher and principals. The Leadership team meets every other week to discuss ways to improve the school and to problem solve school wide issues. We participate in SMART sharing meetings where representatives from our school meet with representatives from other schools in the district to share how the SMART system is working in our schools. We also make the school schedule in a way that allows classroom teachers of the same grade level to have multiple common planning times throughout the week so they can plan together.

Title 1 Fund can be used but not limited to the following items:

Curriculum, Instruction, & Assessment	District provided programs in math & reading	<ol style="list-style-type: none"> 1. Teachers meet at grade level to plan instruction. 2. PLC time to review 	Implement Balanced Literacy: to include but not limited to classroom libraries,
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	<p>District support for support personnel – Instructional Coach, Academic Achievement Specialist, ELL teacher, Assistant principal</p>	<p>data and set goals.</p> <ol style="list-style-type: none"> 3. Lesson plans based on student needs as identified by data. 4. Use of Multi-tiered System of Support for all students. 5. Use of Instructional coach, Title 1 teacher and ELL instructor to support teacher and students. 6. Supplemental reading materials for each classroom. 7. Supplemental tutoring for students. 	<p>teacher supplies, and student supplies.</p> <p>Purchases of supplemental instructional resources for intervention including but not limited to Levelled Literacy Intervention, and Touch Math</p> <p>Implement Math Investigations, Math Talks, and supplemental math programs</p> <p>Implement Units of Study</p> <p>Integrated Literacy</p> <p>Analyze assessments to improve instruction.</p> <p>Create grade level math assessments.</p>
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			<p>Material & Supplies to support teachers and student usage to included but are not limited to: reading, writing, math, technology, & social/emotional learning.</p> <p>Field trips that support CCSS will be paid for including but not limited to Summerdale Zoo, Discovery Center, Burpee Museum.</p>
Technology	<p>Smart boards in every classroom</p> <p>Access to IPADS, Chromebooks for every gradelevel</p>	<p>1. Use advanced technology to enhance engagement and increase opportunities for all students to learn</p>	<p>Increase effectiveness in integrating meaningful technology into the classroom to enhance student learning</p> <p>Computer Programs</p> <p>Devices</p>

- c. Ways to address students' needs, especially those at risk of failing
- i. Multi-Tiered System of Support

For academics, we provide the multi-tiered system of support that includes a Title 1 teacher and tutors as described above in Question #2. They support Tier 2 and Tier 3 students in reading and math that are low achieving. The Title 1 teacher assists classroom teachers to plan and provide a system of support in each classroom as needed. The Title 1 teacher assists with organization/support and provides materials to classroom teachers for in class interventions. Additional tutoring is provided before or after school by certified staff. Transportation is provided so all students can participate.

For behavior, a multi-tiered system of support is used that includes classroom teachers, social worker, BIS, and administration. There is implementation of A Connect School, PBS, and Second Step. A school-wide committee monitors the implementation and oversight of these programs.

Title 1 funds can be used but not limited to the following items:

<p>School Context & Organization</p>	<p>Use of teams to support school leadership.</p> <p>Use of common planning times.</p> <p>Staff members participate in school teams and support activities.</p>	<p>1. Strengthen staff moral and cooperation across the school.</p>	<p>Expand the vertical and horizontal alignment of grade level teams to plan and design high quality instruction and assessment</p> <p>Use the Multi-Tiered System of Support to meet the instructional and behavioral needs of all students.</p>
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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.
 - a. Social Worker Support: The social worker meets with individual students during their weekly times to provide emotional support. They also assists on an as needed basis for students who are in crisis. The social worker also attends

Special Education TEAM meetings and administers SEL assessments such as the Adaptive Behavior tests to determine the proper placement for students with high emotional needs.

- b. BIS/ACS: Our school has a Behavior Intervention Specialist who helps Tier 2 and Tier 3 behavior students. She uses behavior interventions and Connected School strategies to deescalate behaviors and to get students who are having behavior issues ready to learn and not disrupt the learning environment for others. They also assist teachers in Tier 1 instruction of Connected School lessons and run our PBIS committee for positive behavior incentives. The need for a behavior specialist is best described by looking at our behavior data on the Data Dashboard.
- c. Hope USA: This is a Tier 2 behavior mentoring program where adults from the community come in to work with students who need it.
- d. ESL (0.5): We have an ESL resource teacher that will be assisting our ESL student population on their academics and issues to arise with ESL students.
- e. I-Read is used as a reading program to increase student’s academic and social skills using outside resources and volunteers. Students benefit by having a mentor.
- f. After School Clubs: We have the following after school clubs; Science Olympiad, Forensics (Speech), Lego League, Entrepreneurship Club, REBA basketball teams, and Volleyball Club. These extracurricular activities are used to build social skills and team building skills. They allow the students to be a part of Welsh school outside the classroom and show pride in their school.

Title 1 Fund can be used not limited to the following items:

<p>School Climate and Culture</p>	<p>Students participate in morning announcements and pledge.</p> <p>Several opportunities are available for students to participate in extracurricular clubs and activities.</p> <p>PBS, A Connected School, and Second Step support social and emotional learning for students.</p>	<ol style="list-style-type: none"> 1. Respond to staff need for a consistent discipline plan with delineated action steps. 2. Establish and maintain a positive trusting culture among staff that interacts to put student needs at the forefront. 3. Use the assistant principal, BIS, and school social worker to assist 	<p>Implement Second Step Curriculum schoolwide</p> <p>Increase staff awareness and activity in PBS and A Connected School including training for all staff members.</p> <p>Establish clear guidelines for Tier 2 & 3 behavior plans and intervention including staff responsible for these.</p>
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	Teachers conduct morning meetings with students to improve classroom rapport and culture.	staff in proactively maintaining a positive and productive learning environment.	Assemblies to address student's needs to included but not limited to Anti-Bullying and motivation/behavior.
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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.
- a. Career Awareness – To ensure that students are aware of potential post-secondary options and to encourage high school graduation. To include but not limited to: career days, speakers, and college visits.
 - b. Parental Support – Ensure parents know and understand the potential post-secondary options AND potential employment options for their family.
 - c. Currently at Welsh we speak to students about college, bring in speakers from time to time on certain topics, and take field trips that are geared toward college and career readiness.

See #4 and #3 for items to be purchased from title 1 to support this task.

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.
- a. Classroom teachers use Connected School strategies and Second Step programs to help manage Tier 1 classroom behaviors.
 Social Worker Support: The social worker meets with individual students during their weekly times to provide emotional support. She also assists on an as needed basis for students who are in crisis. The social worker also attends Special Education TEAM meetings and administers SEL assessments such as the Adaptive Behavior tests to determine the proper placement for students with high emotional needs. The social worker will also help teachers implement the Second Step and Connected School behavior programs.
 - b. BIS/ACS: Our school has a Behavior Intervention Specialist who helps Tier 2 and Tier 3 behavior students. He/she uses behavior interventions and Connected School strategies to deescalate behaviors and to get students who are having behavior issues ready to learn and not disrupt the learning environment for others. He/she also assists teachers in Tier

1 instruction of Connected School lessons and runs our PBS committee for positive behavior incentives. She also monitors the lunch room during lunch hours and helps to maintain positive behaviors during these times. The need for a behavior specialist is best described by looking at our behavior data on the Data Dashboard. The BIS will also help teachers implement the Second Step behavior program.

- c. In accordance with IDEA, for Special Education students, we remain in compliance with their IEP plan and give them the personal support and resources they need.

See Task #4 for title 1 items to support this task.

- 7. Describe any activities regarding professional development to improve instruction and use of data.
 - a. **Teachers:** Teachers are provided with the opportunity to attend trainings and courses through the district’s professional resource offering. These may be job embedded, summer or afterschool trainings. The school budget provides the ability for teacher to participate in outside the district workshops and courses so as to customize professional development based on the individual needs of the teacher. Teachers participate in two formal Professional Learning Community meetings per month. These are designed to analyze current student and schoolwide data and provide opportunities for teacher to learn with colleagues. The learning varies from year to year based on the school’s data and the staff needs at that time. Professional Learning surveys are used to assess staff needs. The school based SMART/Leadership Team reviews data and plans for this learning. School Improvement days are also planned using this model. Professional Development will include but be limited to:
 - b. PLCs: We meet regularly (bi-monthly) in PLCs to analyze data, plan instruction, share strategies, and meet across grade levels.
 - c. MAP/NWEA Training: Teachers and support staff get trained in give the MAP test and how to analyze and interpret data and graphs to improve instruction and enable teachers to improve student growth.
 - d. Teachers received training in Reading Horizons and Integrated literacy from the district.
 - e. SMART process: Teachers on the school’s SMART team continue to participate in SMART training and SMART sharing meetings with other school in the districts.

Title 1 Funding can be used but not limited to the following items:

Area Reviewed	Summary of Strength	Summary of Needs <i>What were the identified</i>	Priorities What are the
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	<i>What were the identified strengths?</i>	<i>needs?</i>	priorities for the school including programs that will need funding?
Demographics	<p>White – 30.2% Black – 47.4 % Hispanic – 11. 7% Asian -.02% American Indian – .02% Two or More Races – 10.2% Low income – 72.1% ELL – 3.4% With Disabilities – 17% Homeless – 9%</p> <p>The building and play areas expands the life experiences for all students.</p> <p>Staff is diverse in age, gender and ethnicity.</p>	<ol style="list-style-type: none"> 1. Continue to implement identification of students at risk and find interventions to help that student achieve. 2. Continue and implement action steps to help teachers succeed with high risk and students of poverty. 3. Provide researched based trainings for all staff to increase effectiveness of instruction at Tier 1, 2, & 3. 	<p>Provide ongoing professional development.</p> <p>Professional development books and resources</p> <p>Teachers will attend professional development both in and out of the school to assist with school needs.</p>

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

- a. Kindergarten screening: Students are screened at registration by Kindergarten teachers to determine the baseline data, to plan instruction, alert for possible Tier 2 or 3 interventions, and inform parents of suggested at-home activities.
- b. Back to School Night: Parents are invited into the classroom with their child to meet their teachers and go over classroom policies.
- c. Parent packets and kits for students: Resources for parents to use with their child to help their child with important academic and emotional skills.

Title 1 Funds can be used but not limited to the following items:

<p>Family and Community & Involvement</p>	<p>Welsh has an established PTO</p> <p>Community volunteer and corporate partnerships are established</p> <p>Teachers regularly communicate with parents through newsletters and online communication.</p>	<ol style="list-style-type: none"> 1. Increase participation in PTO. 2. Strengthen partnerships with local businesses 3. Increase number of parent events offered thought the school year. 4. Add additional staff to support parent involvement. 5. Parent classes 6. Parent liaisons to serve on PBS, Technology and leadership committees. 	<p>Cultivate communication and involvement among staff, parents, and community to support all students at Welsh.</p> <p>Add staff and teach classes to support parents to increase involvement resulting in increased student achievement.</p> <p>Include all stakeholders in committee decisions to meets the needs of all students.</p>
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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.

- a. Professional Development: Teachers are given ongoing professional development in areas of their choice and greatest need. Teachers are given opportunities to go off-site to specific professional development and workshops.
- b. Recruitment and retention of quality teachers
- c. Common Planning Periods: Teachers meet with grade level partners to plan instruction, analyze data, and work on school and grade level SMART goals.
- d. Currently we take needs assessment each year to identify the needs of the teachers. We also look at our data and create a GAN for the year in reading, math and social/emotional. We create a SMART goal for the school and use the PD and needs assessment to ensure teachers are getting trained in the GANs. We create a positive school culture so that teachers want to come to Welsh. Along with that, we currently have several student teachers to show them how to become the best educator they can be.

Title 1 Funds can be used but not limited to the following items:

Area Reviewed	Summary of Strength <i>What were the identified strengths?</i>	Summary of Needs <i>What were the identified needs?</i>	Priorities What are the priorities for the school including programs that will need funding?
Staff Quality/ Professional Development	100% of staff is highly qualified with many have earned advanced degrees and certificates.	<ol style="list-style-type: none"> 1. Provide teachers with high quality professional development based on teacher’s individual needs. 2. Provide training and support for all school /districtwide initiatives. 3. Support teachers with PLC meetings. 4. Train new and preservice teacher to ensure that they receives quality training and mentoring. 	<p>Provide support and training for the following areas (based on Prof. Needs Survey) Local and regional presenter will be purchased based on the needs assessment. The trainer may include but are not limited to the following topics:</p> <p>Tier 2 & 3 behavior strategies and behavior management strategies.</p> <p>Math investigations & supplemental math strategies</p>

			<p>Responsive Classroom</p> <p>Units of Study & Writing</p> <p>Guided reading & Literacy Block along with Reading Horizons</p> <p>Google Doc, Google Classroom, Technology</p> <p>Differentiated instruction</p>
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10. Describe any activities and/or approaches to support homeless children and youth.

- a. School Supplies: The school provides school supplies for those who are in need.
- b. School Uniforms: The school provides uniforms for students who are in need.
- c. Parental Support: FIT program is a district-wide homeless program that is used at our school.

See #8 and #3b for title 1 funds that will support this task.

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

- a. **Parents:** Parents can participate in the PTO to learn about the school and contribute to the school climate. All school events such as math nights and Back to School Night/ Supply Drop off are offered for parents to become involved and learn about school. Parents participate in the 5 Essentials survey. Newsletter, flier, and pamphlets will be sent home to improve parent involvement.
- b. PTO Meetings: Meetings will be held after school when parents are picking up their children. This will allow for maximum participation from our parent group.

- c. Parent Events: We have an annual Family Math Night, Turkey Bingo, Frosty's Read-In, Discovery Center Family Night, and PBS Fundraiser nights.
- d. Back to School Night: Parents are invited into the classroom with their child to meet their teachers and go over classroom policies. There will also be a night where parents will be encouraged to meet new administration and discuss goals for the building.
- e. Newsletters/teacher/school: Classroom teachers and the school PTO president send out regular newsletters to parents.
- f. School Website: Individual teachers have class websites that parents can utilize.
- g. Parent and Community Volunteers: We have some parents and community members that come in to read with students or to help teachers with classroom activities. We have an annual Volunteer Appreciation Breakfast.
- h. Reading Logged – We have at-home reading incentives that some teachers choose to use such as: Book-It from Pizza Hut, Magic Waters passes, and Great America passes.

See #8 for title 1 funds that will support this task

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

- a. Parents on committees: See Question #1
- b. PTO: All parents are encouraged to attend monthly PTO meetings and additional PTO events throughout the year.
- c. 5Essentials: Parents, students, and community members take the 5 Essentials survey yearly to express concerns and to rate the school's present levels of performance.
- d. Student survey – Students will take a survey to help administration determine needs to improve school culture and climate.

See #8 for title 1 funds that will support this task