

Bloom 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 April 2017

1. Comprehensive Needs Assessment – a sample will be emailed. Also, consider the work your school completes as part of the SMART SIP Cycle process.
  - ❖ After analyzing our MAP data, which is attached, we found significant growth in reading and math grade 4. We contribute this growth to fluid and flexible reading and math groups. For numeracy, our GAN was numbers and operations. With reading, our areas of GAN were informational text and language/writing. For reading, 46% of our students met or exceeded their projected Rtl and for math, 52% met or exceeded their projected RIT. For the 2018-2019 school year, we are going to focus on higher levels of questioning and math talks as our strategies to support our GAN's. Teachers will be responsible for setting 4-6 week SMART goals focusing on our building wide SMART goals. Our MAP data analysis is consistent with our PARCC results.
2. List other special or support programs offered at your school.
  - ❖ YMCA After School Program
  - ❖ Tutors
  - ❖ Rockford Reads Volunteers
  - ❖ Fresh Fruit and Veggie Grant
  - ❖ REBA Basketball grades 4-5
  - ❖ Student Ambassadors
  - ❖ Student Council
3. Describe schoolwide improvement or reform strategies in narrative forms, to include:
  - Opportunities for all students, including each of the subgroups
  - Methods and strategies to strengthen and enrich the program
  - Ways to address students' needs, especially those at risk of failing
    - ❖ In reviewing our school-wide data, our white students are scoring almost 2 times higher than our African American students. Also, our self-contained cross categorical students are expected to participate in the same assessments as our general education students, even though they are significantly below grade average. Classroom carts of Ipads or Chromebooks are available during center rotations. All students take an assessment on Moby Max, a computer software program, and are then placed in differentiated levels of instruction to focus on literacy, numeracy, science, and writing components. Teachers can assign specific skills for the students to work on during their technology center. Students can also access this software at home to practice their skills. Reading Horizons reading curriculum has also been implemented this past school year in grades K-2. Whole group instruction is carried over into guided reading groups and center rotations through the Reading Horizons Clubhouse computer app. Our librarian paraprofessional also pushes into our k-3<sup>rd</sup> grade classrooms for

an additional nonfiction read aloud once a week. Leveled readers are used to provide support and the student's level. We will have a full time Title 1 teacher, who work with classroom teachers for modeling reading strategies and to co-teach lessons. The Title 1 teacher will also work with Tier 3 intervention groups and supervise 6 tutors in both literacy and numeracy. Based on skills, our Problem Solving Team will identify students who need small group or 1-1 interventions. Our intervention teams will meet every 6-8 weeks to review intervention data and determine next steps for supporting the students. Further professional development focusing on higher levels of thinking through Reading Horizon, reading strategies and interventions, Thinking Maps, math talks, trauma, classroom management and strategies, student conferencing and goal setting will be provide to strengthen our areas of need. We are in need of additional literacy and numeracy interventions for students and would also like to look into purchasing a subscription to classroom news for students to have access to current world events.

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.
  - ❖ This is an area of need at Bloom School. In the past, our a social worker assigned to Bloom 3 days a week. One of those three days is taken up by IEP meetings. Also, our social worker only works with students who have been identified of counseling services through a 504 or IEP. Moving into the 2018-2019 school year, a full time social worker has been allocated, in addition to a behavior intervention specialist. As a building, there are many students who would greatly benefit from these services. Check in and check out has been used throughout the year. We would like to look at supporting this area of need through additional 2<sup>nd</sup> Steps Curriculum kits, training for students about appropriate play and games, and a behavioral interventionist.
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.
  - ❖ Currently, classroom discussions and presenters/speakers Bloom is how we inform our students about College and Career Readiness. We would like to support this area more by implementing:
    - Career Week
    - Career Talks
    - After school clubs
    - Using high school students as mentors (National Honor Society and Key Club)
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.

- ❖ Bloom has been allocated for a full time Title 1 Teacher for the upcoming school year to support students with academics. Bloom has also been allocated a Parent Liaison to support parent involvement in their child's learning. Bloom will also support students with their behaviors by becoming A Connected School and housing a Behavior Intervention Specialist.
7. Describe any activities regarding professional development to improve instruction and use of data.
- ❖ Currently, professional development has been offered during PLC's to ensure all staff received the same training. Staff has identified areas for further PD and trainings have been scheduled. Professional development this year includes, but is not limited to: Reading Horizons, Math Talks, Thinking Maps, Connected Schools, Culture book talk, Integrated Literacy, Quality Peer Review, Classroom Management, MTSS, Smart Goals/PDSA, and Trauma. Also, teachers will receive grade level work release days to support our building-wide initiatives.
8. Describe any activities regarding strategies for assisting preschool students transition from EC programming to the elementary school program.
- ❖ Currently, we do not have any transition activities to support our early childhood students transitioning into kindergarten. We would like to support this area by:
  - ❖ Providing a Kindergarten Meet and Greet that begins earlier than our building-wide Back to School Night, as this will provide families more time to tour the school and meet with their teachers.
  - ❖ Kindergarten testing at early registration, which will allow teachers to have a better understanding of where incoming students are at both behaviorally and academically. This information will help with setting class lists and grouping of students.
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.
- ❖ Currently, teachers participate in Professional Learning Communities 2 times a month. One of these meetings focuses on professional development aligned to our building literacy and numeracy SMART goals and the other meeting allows teachers time to review data, collaborate, and determine next steps. The administrator also conducts walk-throughs and informal and formal observations. We will continue to provide staff with professional development based on need and provide novice teachers with a mentoring program. Grade level teams have common planning times 5 times a week to meet and plan. Administration will visit grade level meetings 2x/month to support teachers with their planning and instruction. All certified staff are required to submit lesson plans weekly to administration.
10. Describe any activities and/or approaches to support homeless children and youth.
- ❖ Currently, we work closely with the Families in Transition team to provide identified students with school supplies, hygiene needs, clothing, and waivers of

fees for school events or related items. To further support these families, we would like to provide backpacks with supplies, hygiene bags, and gym shoes. We would also like to support our families in need with educational classes provided by our parent liaison. Also, we would like to provide field trip waiver fees and busing for all students to participate in field trips or activities to extend student learning.

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

- ❖ Currently, Bloom provides families with a year of events schedule at our Back to School Night to allow parents to plan accordingly. At this time, activities include:
  - Back to School Night, Parent Teacher Conferences, REMIND App, and take home folders, student agenda planners.
  - Family Reading Night
  - Fine Arts Night
  - Music Concerts
  - PTO meetings and family events
  - Parent Education Nights
- ❖ Based on our sign in sheets, we have about 78% family participation. The parents that are hard to engage in school events are the same parents that do not participate in parent-teacher conferences. One way we are going to try to encourage parent engagement is to offer speakers, presenters, educational classes, and incentives, which our parent liaison will also be able to support.

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

- ❖ Currently, staff is informed of our Title 1 plan through share-outs from our Leadership Team. Building-wide and grade level SMART goals are shared with families through newsletters. To strengthen this area, we would like to:
  - ❖ Morning Meetings
  - ❖ Parent Education Nights
  - ❖ Invite parents to Title 1 meetings when applicable
  - ❖ Share more Title 1 information in classroom and school newsletters