

## **George Washington Elementary School Title I Schoolwide Plan**

Title I schools implementing Schoolwide programs are required to develop Schoolwide Plans in accordance with Section 1114(b) of the Every Student Succeeds Act (ESSA).

Guidelines for the plan include the following:

- The plan should be developed during a one-year period
- The plan should be developed in consultation with the following participants:
  - Parents
  - Community members
  - Teachers
  - Principals
  - Other school leaders
  - Paraprofessionals
  - District administrators
  - Specialized instructional support personnel
  - Other school staff
  - Students (at the secondary school level)
- The plan will be regularly monitored and revised as necessary based on student needs.
- The plan will be reviewed and updated by administrators yearly based on the results of surveys and/or public hearings.
- The plan will be available to the LEA (Local Education Agency), parents, and public. It will be made available on the district website.
- The plan will be presented in an understandable and uniform format, and, to the extent practicable, provided in a language that parents can understand.
- Key contributors: Debbie J. Hand, Assistant Superintendent for Curriculum and Instruction; Laura Mungin, Principal of George Washington Elementary School; Molly Pace, Instructional Coach Specialist; Jennifer Hammond-King, Coordinator of ELA (English Language Arts) K-6; Kathy Barpoulis, Coordinator of Mathematics K-6; Lisa Panaro, Director of World Languages, Dual Language, and ENL (English as a New Language) K-12; Gary West, Director of Fine Arts K-12; Richard Dillon, Coordinator of Social Studies K-12; Christopher Trieste, Coordinator of Physical Education and Health K-12; Rocco Varuolo, Coordinator of Instructional Technology K-12
- The plan should be developed in coordination with other Federal, State, and local services and programs, including other ESSA-Funded programs, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.
- The plan should be developed based on a comprehensive needs assessment that took in to account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA.
- The plan should include a description of the strategies that the school will implement to address school and student needs, including a description of how such strategies will provide opportunities for all children, to meet the challenging State academic standards.

- The plan should include a description of the strategies that the school will implement to address school and student needs, including a description of how such strategies will use methods and instructional strategies that strengthen the academic program in the school.
- The plan should include a description of the strategies that the school will implement to address school and student needs, including a description of how such strategies will increase the amount and quality of learning time.
- The plan should include a description of the strategies that the school will implement to address school and student needs, including a description of how such strategies will help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- The plan should include a description of the strategies that the school will implement to address school and student needs, including a description of how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:
  - Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
  - Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).
  - Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act
  - Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.
  - Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- If program funds are consolidated, the plan should identify the specific State, local, and Federal programs, and amount of funds from each program that will be consolidated in the schoolwide program.

### Addressing the Components of a Schoolwide Plan

Components	Summary of Actions
<p>A <b>comprehensive needs assessment</b> of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state student achievement standards.</p>	<ul style="list-style-type: none"> <li>▪ Surveys of teachers</li> <li>▪ Analysis of benchmark assessments (CFAs, DIBELS, Math Inventory, Reading Inventory, IRLA and ENIL)</li> <li>▪ Review and analysis of NYS Assessments (Math, ELA, NYSELAT, and Science)</li> <li>▪ Responsive Classroom Kaleidoscope observation results</li> <li>▪ Feedback from parent meetings</li> <li>▪ Teacher observation data</li> <li>▪ Professional development evaluations</li> </ul>
<p><b>Schoolwide reform strategies</b> that: Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.</p>	<ul style="list-style-type: none"> <li>▪ Implementation of vertically cohesive, standards-based curricula (aligned to NYS Next Generation Standards)</li> <li>▪ Tiered instruction to meet the needs of all learners</li> <li>▪ Strategic use of support staff, including Instructional Coach Specialists, two reading specialists, one math specialist, ENL teachers, enrichment teachers (VRE and Math), and Teaching Assistants</li> <li>▪ Use of research-based standards-aligned supplemental resources</li> <li>▪ 1:1 access to technology devices (iPads) and the use of blended learning programs and learning management systems (Schoology and Seesaw)</li> <li>▪ Enrichment opportunities for all K-5 including Project Lead the Way (PLTW) Engineering enrichment, Visual Reasoning enrichment (VRE), and Math enrichment</li> </ul>
<p><b>Schoolwide reform strategies</b> that: Use effective methods and instructional strategies based on scientific research that:</p> <ul style="list-style-type: none"> <li>● Strengthen the core academic program in the school.</li> <li>● Increase the amount and quality of learning time, before-and after-school and summer programs opportunities, and a rich and accelerated curriculum.</li> <li>● Include strategies for meeting the educational</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intentional focus on development of foundational reading skills using a structured and sequential decoding/word work program (Foundations) and explicit phonemic awareness instruction (Heggerty)</li> <li>▪ Implementation of reader's workshop with targeted, standards-aligned whole class and small group instruction</li> <li>▪ Robust and culturally reflective classroom libraries</li> </ul>

<p>needs of historically underserved populations</p>	<ul style="list-style-type: none"> <li>▪ Coherent curriculum map that includes foundational mathematics topics in a standards-aligned progression of learning using a workshop instructional delivery model</li> <li>▪ Project Lead the Way (PLTW) Engineering enrichment program for all</li> <li>▪ Elementary Summer School Program (K-3) to target students at risk of not meeting their grade level benchmarks</li> </ul>
<p><b>Schoolwide reform strategies</b> that:  Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted</p> <ul style="list-style-type: none"> <li>● AIS teachers - assess based district measures, state test results, teacher recommendation, academic performance. AIS provided to students who do not meet academic standards by the schoolwide program. The services of such a program might include:</li> <li>● Counseling, pupil services, and mentoring services</li> <li>● College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.</li> <li>● The integration of vocational and technical education programs.</li> <li>● Address how the school will determine if such needs have been met.</li> <li>● Are consistent with the state plan and any local improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of embedded formative assessment to provide targeted small group instruction</li> <li>▪ Ongoing progress monitoring and frequent RTI (Response to Intervention) data meetings</li> <li>▪ Intervention Block small group instruction informed by data – students are grouped by need and instructed by highly-qualified intervention specialists, as well as classroom teachers.</li> <li>▪ Extended Day programs that offer targeted support as well as enrichment to students who are performing below benchmark in Math and/or ELA</li> <li>▪ Districtwide Summer School program for students K-5 in need of additional support</li> <li>▪ Full time social worker and full-time school psychologist to meet the social, emotional, and learning needs of students as well as to provide support to families.</li> <li>▪ Elementary guidance program</li> </ul>
<p>Instruction by <b>properly licensed teachers.</b></p>	<ul style="list-style-type: none"> <li>▪ All teachers in the White Plains School District are certified by NYS in the subject areas or grade levels that they are teaching</li> <li>▪ Teaching Assistants hold appropriate NYS certifications</li> </ul>
<p>High-quality and on-going <b>professional development</b> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.</p>	<ul style="list-style-type: none"> <li>▪ District level Staff Development Center/Teacher Center that offers courses and workshops to teachers and teaching assistants in alignment with district goals</li> <li>▪ Building level professional development team plans additional learning experiences that occur during faculty meetings,</li> </ul>

	<p>conference days, and ongoing grade level meetings.</p> <ul style="list-style-type: none"> <li>▪ Districtwide Curriculum Coordinators in Math, ELA, Fine Arts, Social Studies, Science, ENL/Dual Language, and Health, Wellness, and Physical Education</li> <li>▪ Districtwide professional learning and assessment calendar issued annually</li> <li>▪ Instructional Coach Specialists that support classroom embedded professional learning via coaching residencies</li> <li>▪ Partnerships with SWBOCES and PNWBOCES</li> <li>▪ Strategic use of consultants (HMH, ARC, IDE, Wilson) for coaching and ongoing professional development in targeted areas</li> <li>▪ Principals engage in ongoing professional development through the Administrators' Retreat, Professional Growth and Leadership Development meetings, and partnerships with BOCES and other educational supports, including colleges and universities</li> <li>▪ Teaching Assistants are included in professional learning opportunities</li> <li>▪ Targeted professional learning in the use of technology is offered by the Office of Instructional Technology (in-district support)</li> <li>▪ Participation on Curriculum Review Committees</li> </ul>
<p>Strategies to <b>attract licensed teachers to high-need schools.</b></p>	<ul style="list-style-type: none"> <li>▪ Unparalleled access to professional learning opportunities</li> <li>▪ Highly competitive salary schedule</li> <li>▪ Welcoming and collegial work environment</li> <li>▪ New Teacher Orientation program (in August) and course (monthly meetings)</li> <li>▪ Mentoring program for first year teachers and long-term substitutes</li> <li>▪ Participated in regional Diversity Hiring Fair</li> </ul>
<p>Strategies to increase <b>Family Engagement</b> through means such as family literacy services.</p>	<ul style="list-style-type: none"> <li>▪ Annual Title I Parent Meeting</li> <li>▪ Active Parent Teachers Association (WPTA)</li> <li>▪ Literacy and Math Nights</li> <li>▪ Instructionally focused parent meetings that are teacher lead</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Ongoing connections via social media</li> <li>▪ Language translation for meetings and events</li> </ul>
<p>Plans for assisting children in the <b>transition</b> from early childhood programs, such as Head Start, Even Start, Early Reading First, or a public-school preschool program to local elementary school programs.</p>	<ul style="list-style-type: none"> <li>▪ Coordination of curriculum resources between PreK and District Kindergarten program</li> <li>▪ Use of a standards based PreK comprehensive curriculum in all PreK classrooms (Scholastic “PreK On My Way”)</li> <li>▪ Planned intervisitations between PreK and Kindergarten teachers</li> <li>▪ Informational meetings for parents about PreK Transition into Kindergarten, including readiness skills</li> <li>▪ Districtwide Family Information Center provides hands-on assistance to parents registering for Kindergarten</li> <li>▪ Virtual and/or on-site tours and information sessions for all incoming families</li> <li>▪ Kindergarten Roundup (meet and greet) and Kindergarten screening appointments with teachers prior to entry</li> </ul>
<p><b>Measures to include teachers in decisions</b> regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>	<ul style="list-style-type: none"> <li>▪ Ongoing dialogue at Grade Level Meetings (GLM) and Faculty meetings</li> <li>▪ Active participation in curriculum review and core resource selection committees – including decisions about resources, assessments, and common instructional practices</li> <li>▪ Small, focus group meetings within grade levels and across departments</li> <li>▪ Use of Grade Level Meetings to review academic assessments and results to inform instruction in Math and ELA</li> <li>▪ Instructional Coaches meet weekly with each other and monthly with Curriculum Coordinators to ensure coordination of building-level professional learning and a shared understanding of instructional methods and resources.</li> </ul>
<p><b>Effective, timely assistance of interventions</b> for students who experience difficulty in attaining the proficient or advanced level of the academic content</p>	<ul style="list-style-type: none"> <li>▪ Administer baseline assessments in September, and subsequent mid-year (January) and summative (June) assessments. (DIBELS, Reading Inventory, Math Inventory, Common Formative Assessments)</li> </ul>

<p>standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.</p>	<ul style="list-style-type: none"> <li>▪ <b>Administer IRLA and ENIL reading assessments (ongoing throughout the year)</b></li> <li>▪ <b>Use data to form I-block intervention groups that are needs and skills based</b></li> <li>▪ <b>Conduct grade level Response to Intervention (RTI) meetings to review data on a six-week cycle and make instructional decisions to support learning</b></li> <li>▪ <b>Use of research-based intervention materials, such as Double Dose of Foundations and Do the Math strategies, to meet diverse learning needs</b></li> </ul>
<p><b>Coordination and integration of federal, state, and local resources, services and programs</b>, including programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>	<ul style="list-style-type: none"> <li>▪ <b>White Plains Youth Bureau – STEM Academy (Afterschool enrichment for targeted students in grades 1-5), funded via a 21<sup>st</sup> Century grant</b></li> <li>▪ <b>Accelerated Learning Program (extended day program) for targeted students in grades 3, 4, and 5 funded via the American Rescue Plan (ARP)</b></li> <li>▪ <b>Saturday Academy for Newcomers</b></li> <li>▪ <b>Amazon Future Engineer</b></li> <li>▪ <b>STEM Ambassadors (NYS Start Smart)</b></li> <li>▪ <b>Title I/Title III Summer School Program K-4</b></li> </ul>