

Abbotsford Elementary School

Title I Schoolwide Plan

**NEED: TO ENHANCE THE LEARNING ENVIRONMENT AND READING,
WRITING, MATH ACHIEVEMENT OF ALL STUDENTS IN
ABBOTSFORD ELEMENTARY SCHOOL**

GOAL: Implement programs/strategies that increase student reading, writing, and math achievement

Objectives	Activities	Timeline	Evaluation
Identify 4K-5 grade level student expectations for reading/writing	A. Continually re-evaluate grade level student expectations; benchmarks 4K-5, including transition	Ongoing	Benchmark Documents
	B. Work w/curriculum materials to align materials and instruction with the common core ELA Standards.	Ongoing	Development of 4K-5 Pacing Guide Weekly PLC meetings
Use A Balanced assessment system to inform instruction and intervention.	A. Continue to learn about Assessments for Learning.	Ongoing	Implementation of Assessments based on new ELA curriculum
	B. Use Balanced Assessment System: Diagnostic, Formative, Summative, Benchmarks	Ongoing	Documents reflect: Use of assessments to differentiate instruction
	C. Expand Elementary WIN Data using MAP/PALS/easyCBM scores	Ongoing	WIN Data
Track and Report student progress to Parents	A. Utilize computer software for grading and reporting	Fall, Winter, Spring (MAP 3-5, PALS 4K-2, Easy CBM Math K-2)) Quarterly	Standards Based Report Card Collaboration between ELL Tchr. And classroom Tchr. Mtg. Notes
	B. Review current report cards	Ongoing	Completed, revised report cards

<p>I-C Integrate writing and include in a Balanced Literacy Program that provides ‘appropriate’ student instruction in writing</p>	<p>C. Continue Translations or grading/reporting for Parents</p>	<p>Ongoing</p>	<p>Collaboration and Meeting Notes</p>
	<p>D. Complete compacts and goal setting.</p>	<p>Annually</p>	<p>80% compacts signed & returned</p>
	<p>A. Continue to provide appropriate materials to include leveled text in fiction, nonfiction, and multicultural genres</p>	<p>Ongoing</p>	<p>Library & bookroom Inventories</p>
	<p>B. Continue using and revising writing rubrics grades K-5.</p>	<p>Ongoing</p>	<p>Teacher Collaboration Lesson Plans</p>
	<p>C. Implementing appropriate grade level expectations for writing with new ELA 4K-5</p>	<p>Ongoing</p>	<p>Completed Documents Lesson Plans</p>
	<p>D. Using Common Assessment Tools/Rubrics to evaluate and provide feedback to student writing.</p>	<p>Ongoing</p>	<p>Collaborative Grade Level meetings Improved student writing scores</p>
<p>I-D Provide appropriate interventions for</p>	<p>E. Participate in after school learning groups to increase capacity of teachers in current research that supports reading strategies. ie. CESA 10 book studies, onsite discussions.</p>	<p>Ongoing</p>	<p>Participation Sign-in Sheets</p>
	<p>A. Continue to implement Intervention Strategies: -Blocked time for daily</p>	<p>Ongoing</p>	<p>Schedule reflects I/E time</p>

<p>students at risk of failing</p>	<p>intervention and enrichment -Assessments used to inform flexible groupings -LLI Groups meet for students in need of Tier II interventions -Homework Tutoring time/Study Hall -Before/After school -H.S. tutors come to aide in classrooms -New ELA</p> <p>B. Explore various evidence-based interventions for Reading and Math</p> <p>C. Continue to evaluate students in Gr. K-2 and SPED using PALS Gr. 4K-2, MAP Gr. 3-5, and Math: Easy CBM to ensure appropriate interventions are increasing student achievement</p> <p>D. Individual Language Plans (ILPs) and meet with parents to discuss ACCESS results.</p> <p>E. Continue to evaluate appropriate programming for migrant and ELL students in reading and writing (ILPs).</p> <p>F. Continue to provide instructional resources to students identified as at risk of failing</p> <p>G. Encourage participation in the before and after school and summer programs.</p> <p>H. Continue utilizing common grade level assessments to utilize throughout the year (Gr. 4K-5)</p>	<p></p> <p>Ongoing</p> <p>Ongoing</p> <p>Annual meeting with parents.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Groupings are documented</p> <p># of quality H.S. participants & Teacher feedback</p> <p>Corrective Reading/LLI/Words Their Way Connecting Math</p> <p>Title I Needs Assessment WIN Data</p> <p>Completed ILPs Conferences</p> <p>Assessment Records</p> <p>Assessment Records</p> <p>District Funded</p> <p>Assessment Records</p>
<p>I-E Use classroom assessments that</p>	<p>A. Continue to utilize PALS and easyCBM in grades 4K-2 and</p>	<p>Ongoing</p>	<p>Assessment</p>

<p>assist teachers in both knowing student strengths and weaknesses and guide instruction</p> <p>I-F Provide research based curriculum and instruction in grades 4K-5 for mathematics.</p>	<p>SPED & MAP in grades 3-5 Reading & Math</p>		<p>Records</p>
	<p>B. Compile and report data through the Title I Evaluation process</p>	<p>Ongoing</p>	<p>Title I Needs Assessment</p>
	<p>A. Utilize math manipulatives in all grade levels.</p>	<p>Ongoing</p>	<p>Lesson Plans</p>
	<p>B. Continue use of calculators and computers, where appropriate, in preparation of testing requirements.</p>	<p>Ongoing</p>	<p>Lesson Plans</p>
	<p>C. Implement grade level benchmarks and assessments in Math.</p>	<p>Ongoing</p>	<p>Lesson Plans</p>
	<p>D. Provide additional support to those students who are at risk of failing state standards through possible summer school with accelerated programs or before/after school programs.</p>	<p>Annually</p>	<p>Title I Needs Assessment</p>
	<p>E. Review Interventions used for Math and Investigate intervention practices for I/E and Tier II intervention time.</p>	<p>Annually</p>	<p>RtI Intervention Plan</p>
<p>F. Implement Dual Language for Grades 4K-5 Reading and Math.</p>	<p>Ongoing</p>	<p>Dual Language curriculum</p>	

GOAL: Increase opportunities for Parents/Community members to participate effectively in their child’s education

Objectives	Activities	Timeline	Evaluation
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II.-A Provide an understanding of the Reading/Language Arts Balanced Literacy Program	A. Inform parents of grade level expectation.	Ongoing Fall	Classroom & District Newsletters
	B. Update families quarterly about the changes, growth and achievement.	Quarterly	Report Cards Skyward & other reports Signed report cards
	C. Placement testing of new students in ELA and Math.	Upon arrival	Assessment results
	D. Continue utilizing book bags or folders/reading logs. (grades K-3)	Daily	# of books read Parent signature
	E. Utilize Spanish book bags in Dual Language classrooms.	Weekly	Checkouts from library
	F. Complete compacts and goal setting annually	Annually/Fall	# of completed compacts
II - B Provide families of diversity with useful “how to” strategies	Provide information/resources to families: -Preparing their child for school - Parents “role” in education - How to help appropriately with homework	Annually Conferences Scheduled as ‘needed’	Schedule of Events Attendance records Articles
	A. Provide translated report cards for ELL families	Ongoing	Report Card
	B. Provide translated parent handbook for EL families	Ongoing	Handbook
II.- C Increase useful, active participation in their child’s education and on	A. Complete compacts and goal setting annually	Ongoing	*Parent Survey alternating years.

various schoolwide committees, in determining, monitoring, and evaluating the schoolwide improvement programs and policies	<p>B. Provide opportunities for parents to volunteer e.g.(In-class help for special events like bookfair, programs, etc., and foster grandparent)-Fieldtrips</p> <p>C. Increase and maintain the representation of parents on the schoolwide committee</p>	<p>Ongoing</p>	<p>% of compacts completed and returned.</p> <p># of participants Sign in sheets</p>
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Goal: Coordinate services and provide opportunities for children and families, and to successfully transition between grades.

Objectives	Activities	Timeline	Evaluation
III-A Assist preschool children in transition from 4K to the Kindergarten programs	<p>A. Continue summer program for those students transitioning from 4K into Kindergarten</p> <p>B. Continue Child Development Day for those students entering into 4K and Kindergarten</p> <p>C. Open House for all students.</p> <p>D. Expansion of 4K to 5 day program.</p>	<p>Annually</p> <p>Annually</p> <p>Annually Fall</p> <p>Annually</p>	<p>Attendance Records</p> <p>Attendance Records</p> <p>Attendance Records</p> <p>Enrollment</p>
III-B Coordinate the transition from 5th to 6th grade	<p>A. Continue to have half day for 5th grade students to visit the MS/HS to find lockers and classrooms.</p> <p>B. Continue to share expectations with 5th grade students when they visit the MS/HS building</p> <p>C. 4th and 5th grade presentation by on Human Growth and Development</p> <p>D. Guidance Counselor visits 5th grade to give schedules for upcoming year.</p>	<p>Annually Spring</p> <p>Annually Spring</p> <p>Annually/ March</p> <p>Annually/ Spring</p>	<p>Attendance Records</p> <p>Agenda</p> <p>Schedule</p> <p>Visit-Scheduled</p>

Goal: All staff will be “highly qualified” for the positions they are employed within the School District of Abbotsford.

<p>Professional Staff will be appropriately licensed in the area of employment and maintain that licensure while employed by the district.</p>	<p>-Classroom teachers must maintain licensure to work with grades assigned. -Title I teachers and Interventionists must maintain their licensure to work with students to implement interventions.</p>	<p>Ongoing Ongoing</p>	<p>License File License File</p>
<p>Paraprofessional Staff will complete the necessary requirements to be deemed ‘highly qualified’ for their role and maintain that status for the duration of employment within the district.</p>	<p>-Paraprofessionals and bilingual aids must maintain their ‘highly qualified status’ and work under the supervision of a certified teacher.</p>	<p>Ongoing</p>	<p>Training Updates Certificates</p>
<p>PD- Staff will participate in district Professional development/in-service days as scheduled and encouraged to participate in any professional learning that would benefit student learning.</p>	<p>Some examples may include: Professional Organizations participation and conferences, CESA 10 workshops on LLI, PBIS , Educator Effectiveness, SLD and RtI.</p>	<p>Ongoing</p>	<p>Participation - Registration records</p>