

**Title I Comprehensive Schoolwide (§1114) Plan
2024-2025**

Date	September 9, 2024
District Name	Council Bluffs Community School
School Name	Franklin Elementary
Building Grades	PK-5
Building Principal	Charla Johnson

§1114(b)(2) Planning team members: name, role; (parents, teachers, principals, other

<i>school leaders, paraprofessionals present in the school, administrators, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, students- if the plan relates to a secondary school, and others.)</i> Schoolwide Program Planning & Review Team (Required) This team is responsible for planning, developing, revising, and evaluating the Schoolwide plan. The team does not need to be named "Schoolwide Team," but may be a part of an existing leadership or building team. Representation should include building administration, teaching staff, and parents. Middle	List members' names and titles. This committee <u>must include parent representation</u> for this specific building.	
	Name	Title
	Example: Pat Edwards	Third Grade Teacher
	Charla Johnson	Principal
	KC Fouts	Instructional Coach
	Dawn Bauer	Instructional Coach
	Karne Croston	K Teacher
	Brittany Jura	1st Teacher
	Amy Gustafson	2nd Teacher
	Alex Martinez	3rd Teacher
	Laura Pierson	4th Teacher
	Derek Crain	5th Teacher
	Tara Doner	Special Education Teacher
	Monica Sabin-Walsh	Special Education Para

schools and high schools need student members.	Amber Chohon	Parent
	Wanda Armstrong	Parent
	Megan Wurtz	Parent
	Kaitlyn Hoden	Parent
	Suzanne Brinley	Parent

§1114 SCHOOLWIDE PROGRAM REQUIREMENTS

A. COMPREHENSIVE NEEDS ASSESSMENT of the entire school §1114(b)(6)

Summarize the results of your comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those 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 local educational agency:

We utilize a variety of assessments including NWEA MAP and ISASP testing to determine students' academic needs. This data allows us to develop a comprehensive school improvement plan focused on improving academic performance for all children as well as those that are below standards and at-risk of failing.

Student proficiency MAP & ISASP demonstrates growth in some areas but also indicates the need to focus on core instruction, differentiation and responsive intervention services.

24-25 School-Wide Goal: 60% of students will meet MAP Math & Reading proficiency.

Fall MAP Data:

- Schoolwide MAP Proficiency: Math= 67% & Reading= 59%
- Special Education MAP Proficiency: Math= 30% & Reading= 16%
- ELL MAP Proficiency: Math= 17% & Reading= 14%
- Poverty MAP Proficiency: Math=48% & Reading= 52%
- African American MAP Proficiency: Math=50% & Reading= 40%
- Hispanic MAP Proficiency: Math=38% & Reading= 54%

- 3-5 ISASP Proficiency: Math= 62% & Reading 55%

B. Coordination and Integration §1114(b)(5)

What are the federal, state and local services, resources and programs that will coordinate with or support this Schoolwide Plan (e.g. counseling, school-based mental health programs, specialized instructional support services, mentoring services, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, schools implementing comprehensive support and targeted support and improvement activities under 1111(d), and other strategies to improve students' skills outside the academic subject areas)

In addition to PK-5 literacy and math support, we have focused on building consistent school-wide procedures and routines through the FOUNDATIONS process that articulate clear expectations and success criteria. We are also implementing CHAMPS in classrooms to clearly define expectations during learning. These strategies, when implemented with fidelity, are intended to reduce referrals and suspensions and ensure students are in the classroom learning. Our Building MTSS Team and teachers analyze referral and attendance data weekly in order to assess patterns that include frequency, intensity and duration. The BMT and teachers determine responsive interventions that can be put in place to support the student and family as needed. Supports and interventions include TeamMates mentoring, School Based Therapy, 21st Century Clubs, community/agency supports, etc. This coordination of support allows us to address the academic as well as the social, emotional, and behavioral needs of our students, particularly our at-risk students.

C. Strategies-Opportunities for all Children §1114(b)(7)(i)

Describe the strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111 (c)(2)) to meet the challenging State academic standards

The Council Bluffs Community Schools and Franklin Elementary utilize the MTSS process to develop and implement a well-defined guaranteed and viable curriculum that ensures strong universal instruction for all students. Through the MTSS process, a variety of data is utilized to determine students in need of Tier 2 & 3 interventions. This data includes: MAP, Bridges Number Corner screeners, Wonders Phonics & Comprehension Screeners, etc. Collaborative teams meet two times per week to plan math and reading instruction and responsive interventions. Our grade level teams also meet bi-monthly to discuss attendance and social emotional needs of students. This is essential in helping teams develop a comprehensive picture of each student and allows us to look at the whole child.

Our school has designated specific intervention times in both math & reading in which teachers meet with students needing extra support. We also have two interventionists, and two ELL teachers that provide more comprehension instruction for those students in need of more intensive interventions.

Our school also utilizes Lexia & Dreambox programs to ensure our students have multiple opportunities to practice skills at their level.

Teachers are also able to utilize data from these various sources to determine responsive interventions and differentiated small group instruction in order to reinforce and develop capacity toward grade level standards.

Additionally, our instructional teams meet each week on Mondays for continual staff development focused on curriculum, instruction, and student learning. The Council Bluffs Community School District also provides additional, optional opportunities to grow professionally through Summer Academy & Council Bluffs University. It is through these unique, relevant, and on-going opportunities (both at the building and at the district level) that PK-5 teachers learn the strategies that are most effective in addressing the learning and social-emotional-behavioral needs of students who are most at risk; particularly students from our various subgroups.

D. Strategies – Method and Instructional Strategies §1114(b)(7)(ii)

Describe the methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

We will continue the focus and implementation of a guaranteed and viable curriculum through our MTSS process. This will help ensure instructional standards and district resources are implemented with fidelity. Our school-wide SIP and PD is focused on providing rigorous, strong universal core Instruction and responsive interventions. Through purposeful scheduling, instructional time is protected in order to guarantee that all students receive uninterrupted core instruction.

Triangulated data from various sources such as MAP, Curriculum Screeners, Lexia & Dreambox, are unpacked so that students can be identified for acceleration and intervention. Teachers use this data to determine progress toward grade level standards and are able to adjust instruction based on whole group and individual needs.

Our math & reading coaches work with individual teachers and teams to observe curriculum implementation and provide feedback. They also support students via reteaching of grade level standards in small groups.

E. Strategies- Students at risk §1114(b)(7)(iii)

Describe the strategies used to 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:

(Check the box and respond to all that apply)

- ☒ (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

It is essential that we are meeting the needs of the whole child. We know that social and emotional health are foundational for academic learning. The Council Bluffs Community School District and Franklin Elementary strongly believe in being trauma informed and responsive to students' behavioral needs. At Franklin, we provide the following supports for our students:

1. Daily Social Emotional Learning via Move this World
2. Behavior Consultant: Works with teachers and families to develop and implement intervention plans and behavioral supports.
3. Student Family Advocate: Meets with students individually and small groups to develop Connects families to community agencies.
4. School Based Therapist: Meets 1-1 with students.
5. Counselor: Meets with student small groups for skill development.
6. Safe & Civil Schools: Foundations (School-wide, universal procedures and expectations) & CHAMPS (Classroom procedures and expectations)

- ☐ (II) 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);

NA

- ☒ (III) 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 (20 U.S.C. 1400 et seq.);

See Section I

- ☒ (IV) 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; and

The Council Bluffs Community Schools and Franklin elementary value high levels of professional development for all staff. PD and MTSS are embedded within the contractual day. Every Monday, our staff meets from 2:45-4:00 for PD focused on our SIP. Collaborative teams meet bi-weekly to review student data and plan core instruction as well as for responsive interventions. It is through these unique, relevant, and on-going opportunities (both at the building and at the district level) that teachers learn the strategies that are most effective in addressing the learning and social-emotional-behavioral needs of students who are most at risk; particularly students from our various subgroups.

- ☐ (V) strategies for assisting preschool children in the transition from early childhood education

NA

F. Parent and Family Engagement §1114(b)(2) and §1116

Describe how the school will involve parents and family members in the development and evaluation of this plan; planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance; programs that reach parents and family members at home, in the community, and at school.

Our school will involve parents in the planning, implementation, and evaluation of our Title I school-wide plan. Specifically, we will share student achievement data with our parent group and elicit feedback and suggestions about the school culture, climate and academic progress of our students. During the implementation phase, we will share with our parent group the status of our SIP based on data. Toward the end of the year we will share growth data results with parents and seek their feedback as to whether our goals and targets were met; if they were not met, whether the gap between current and targeted status was beginning to close, and what other ideas we have for continued improvement; thus leading us into next year's plan. Additional parent input will be collected during student conferences where we ask parents for their ideas in the continued efforts to improve student learning.

G. Consolidated Programs 1114(b)(7)(B)

If the programs are consolidated, list the specific Federal, State and Local programs that will be consolidated in the schoolwide program. Examples might include programs such as nutrition programs, housing, Head Start, adult education, homeless education, etc.

NA

H. Monitoring and Revisions §1114(b)(3)

This schoolwide plan and its implementation shall be regularly monitored and revised based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. How do you plan to monitor and revise this plan?

We put tremendous effort into aligning our district formative and summative assessments to the Iowa Core. We use this data, as well as state-wide assessment results, to inform decision making and planning. Via our MTSS process, teacher teams are continuously monitoring student data and adjusting instruction to meet students' academic and social, emotional needs. This data helps drive our quarterly review of our SIP and thus monitoring of the Title I schoolwide plan.

I. Required for Secondary programs §1114(b)(7)(A)(iii)(II)

Dual or Concurrent Enrollment programs for Secondary Schools (Address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards; training for teachers, and joint

professional development for teachers in collaboration with Career and Technical educators and educators from institutions of higher learning; tuition and fees, books, required instructional materials for such program, and innovative delivery methods; transportation to and from such program.)

NA