STAPLES-MOTLEY ELEMENTARY SCHOOL

TITLE 1 PLAN

Staples-Motley Elementary Schoolwide Plan

1. Stakeholder Engagement

a. Stakeholders Involved:
Development of the Schoolwide Plan included input from a broad range of stakeholders. This included families, classroom teachers, paraprofessionals, Title I staff, school administrators, special education staff, and school board members. Families were engaged through surveys and family engagement nights. Staff input was gathered during PLC meetings, leadership team meetings, and through professional development discussions.

b. Documentation of Activities:

- Family input documented through Title I Family Night sign-in sheets and survey responses.
- Staff input documented in PLC agendas/minutes, school leadership team meeting notes, and MTSS framework planning records.
- Collaboration with regional support staff and consultants documented in training logs and strategy sessions.

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2. Comprehensive Needs Assessment (CNA) Summary

a. Data and Analysis:
The CNA included analysis of multiple data sources:

- MCA scores in reading and math (statewide assessment data)
- FASTBridge benchmark assessments (universal screening)
- Attendance records
- Office discipline referrals and student behavior logs
- Stakeholder surveys (family and staff)

Analysis showed that many students are not meeting grade-level expectations in reading and math, attendance is below the state average (73% consistent attendance), and student engagement and behavior impact learning time.

b. Prioritized Needs and Root Causes:

- **Need #1:** Increase reading proficiency to at least 60% of students reading at grade level (FASTBridge).
    - *Root Cause:* Inconsistent Tier 1/2/3 instructional practices and lack of time for targeted support.
- **Need #2:** Increase MCA math and reading proficiency to at least 60%.
    - *Root Cause:* Need for aligned, evidence-based core and intervention instruction.
- **Need #3:** Improve attendance to 90% consistent attendance.
    - *Root Cause:* Lack of school-home partnership strategies and student connection to school.

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3. Evidence-Based Strategies

Strategy 1: Restructure Tier 2 and Tier 3 Interventions Aligned to MnTSS

- Strengthens the academic program through consistent, supplemental instruction.
- Increases learning time by targeting needs without pulling students from core instruction.
- Addresses needs of struggling learners and ensures interventions do not replace classroom learning.

Strategy 2: Use of Behavior Interventionist to Improve Engagement and Attendance

- Supports social-emotional learning and school engagement.
- Reduces behavior disruptions and improves learning conditions.
- Builds family partnerships and support networks to reduce chronic absenteeism.

Strategy 3: Use of Weekly PLCs Guided by DuFour's Four Questions

- Enhances instruction and ensures data-driven decision-making.

- Aligns teaching practices and increases shared responsibility for student learning.
- PLCs promote collaboration that targets the success of students not yet meeting standards.

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4. Implementation Plan

Action Step	Responsible Staff	Resources Needed	Timeframe
Hire academic intervention teacher and para	Principal	Title I funds, hiring support	Summer 2025
Hire and train behavior interventionist	Principal	Title I funds, PD in SEL	Summer–Fall 2025
Develop MnTSS-aligned intervention schedule	Leadership Team, Interventionists	Schedules, staffing plans	Fall 2025
Conduct weekly PLCs using DuFour's 4 questions	Teachers, Principal, Interventionists	PLC agendas, student data	Ongoing, weekly
Review data and adjust instruction and interventions	Leadership Team, PLCs	FASTBridge, MCA data, attendance records	Quarterly reviews
Family outreach and engagement to support attendance	Behavior Interventionist, Social Worker, Teachers	Communication tools, home visit resources	Ongoing

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5. Annual Evaluation Plan

a. Implementation Measures:

- Track fidelity of intervention schedules (weekly logs and observations)
- Monitor attendance at PLCs and quality of data use (meeting notes)
- Behavior interventionist logs and family contact documentation

b. Effectiveness Measures:

- FASTBridge proficiency data (goal: 60% reading at grade level)
- MCA scores (goal: 40% proficient in reading/math)
- Attendance reports (goal: 90% of students with consistent attendance)
- Disciplinary referrals and student engagement survey results

Quarterly data reviews and an end-of-year program evaluation report will guide adjustments to the plan.

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6. Communication Plan

a. Staff Communication:
The plan will be shared with all staff during back-to-school workshops and reviewed during staff meetings and PLCs. Copies of the plan will be accessible in shared staff folders and in the staff handbook. Key elements will be embedded in the school's continuous improvement processes.

b. Family and Community Communication:
Families will receive an overview of the Schoolwide Plan at the fall Title I Annual Meeting. The plan summary will be posted on the school website and sent home in a family-friendly format. Interpretation or translation services will be provided to meet language needs. Family engagement events will provide opportunities for feedback and input throughout the year.