

The Every Student Succeeds Act (2-21-18)

Title I, Part A

Schoolwide Plan Template

Monitoring Document -

<http://www.ncpublicschools.org/program-monitoring/monitoring/> (October 25, 2017)

Schoolwide Plan

PLAN PROVISIONS.—To ensure that all children receive a high quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe—

Plans must include

A. School Needs Assessment (Strand III, Element 23) (Comprehensive Needs Assessment Template)
Please identify documents used for the comprehensive needs assessment.

- Free and Reduced Lunch Data
- [mClass Summary Reports](#) (BOY, MOY and EOY)
- [Math Summatives](#)
- Educators Handbook
- Attendance Data

Asheville Primary School [Comprehensive Needs Assessment](#)

B. Schoolwide Interventions/Reform Strategies/Professional Development (Strand III, Element 23; Strand III, Element 30)

CORE INSTRUCTION

Our primary instructional approach is the Montessori Approach (method and materials) for PreK-3. Our educators use guided reading groups, as appropriate, for grades K-3. For 2018-2019, our teachers plan to further incorporate elements of Readers and Writer's workshop for K-3. In addition, elements of Math Investigation and Foundations will also be incorporated as appropriate.

INTERVENTION PLANS

The Montessori approach is considered an evidence-based curriculum approach. As our school implements this methodology, all learners receive differentiated educational opportunities and instruction. Teachers consistently analyze data to support learners within the classroom based on strengths as well as needs. Guided reading and math groups are flexibly grouped based on formative assessments as well as ongoing progress monitoring. The Asheville Primary MTSS team is combined with the School Improvement Team and meets twice monthly. The team examines benchmark data, noting areas of strength and need by grade level and class. Discipline data, as recorded in Educators Handbook, is analyzed as well. The team determines steps needed to improve based on the data. Our Student Support Team meets weekly. For 2018-19, we plan to further coordinate the support of these teams to ensure comprehensive planning and support for the whole child.

School wide reading data from mClass is analyzed by PLCs, MTSS and School Leadership. Learners are provided PEPs with individualized goals aligned with strengths

and needs. Learners are currently served through a blended model of embedded and pull-out settings. These plans are flexible and changed according to learner progress. Progress is monitored through mClass and formative assessments. An enrichment specialist provides targeted support for students with identified needs as indicated in PEPs. In addition, learners who would benefit from additional support are offered a Read to Succeed volunteer one-on-one “reading buddy” who is trained to use Orton-Gillingham methods. For 2018-19 an instructional facilitator will support teachers in data analysis, curriculum implementation and individualized planning.

PROFESSIONAL DEVELOPMENT PLAN

- The 2018-2019 plan is linked [here](#)

SUCCESS OF REFORM STRATEGIES/INTERVENTIONS

- mClass data, running record and classroom assessment data is used to monitor individual, small group and grade level progress over time
 - PLC data analysis and development of and adjustment to Tier 1 plans
 - PLC data analysis and creation of and adjustments to data walls
 - Conferences with families
 - Tier 2 and Tier 3 plans (PEPs) are updated by PLCs based on data analysis
 - Tier 3 plans updated at MTSS/SST meetings
 - Data analysis is used to identify learners who are not meeting widely held learning expectations
-

C. Transition (Strand II, 20)

1. Describe how the school supports, coordinates, and integrates services provided to early childhood education programs including plans for the transition of children to public school.
 - The Family Engagement and Transition Plan is linked [here](#)
 - Our learners rising to grade 1 complete “residencies” in the spring by visiting Elementary I classrooms during the morning work cycle for one week.
2. Transitions from grade 3 to grade 4
 - At this time we plan to prepare students to attend grades 4 and 5 at a traditional elementary school in the district. We plan to prepare children and families by sharing information about each school: magnet themes, schedules, resources, and extracurricular activities. At magnet school enrollment events, including open house tours, we will support our families in connecting with the district elementary schools. Further, once students have selected a school for grades 4 and 5 we will strive to plan group visits as appropriate.
3. Describe strategies to implement effective transitions from middle grades to high school and from high school to postsecondary education (explain coordination with institutions of higher education, employers, and other partners; and through increased student access to early college high school or dual or concurrent

enrollment opportunities, or career counseling to identify student interests and skills if available.)

- As we currently serve up to grade 3 we do not plan for transitions to or from middle or high school.

D. Effective Parent/Family Engagement (Strand I, Elements 3, 4, 5, 7, 9; Strand IV, Elements 34, 35)
(See notes at the end regarding effective Parent Engagement)(All communication with Parents/Family should be in understandable language)

1. Describe strategies in place to implement effective parent/family engagement.

Include the following:

Review yearly **with parent input** compact, school-level parent engagement policy, explanation of curriculum, and testing/accountability requirements. Review yearly parents right to know along with information on “20-day letter,” information on curriculum and testing/accountability along with any designations such as TSI/CSI (and other requirements for TSI/CSI designation). Include links to curriculum, testing/accountability, and school and district report card.

Obtain parent and stakeholder approval (meeting with signatures of attendees) of Title I Plan and Budget including Parent Engagement Budget.

Place in handbook and on website – compact, parent/family engagement policy, parents right to know along with information on “20-day letter,” links to curriculum, testing /accountability and school report card along with any designations such as TSI/CSI.

- Some family engagement events are already planned for 2018-2019. Additionally, we will send home a parent engagement survey at meet the teacher night and plan additional events based on the results.
 - Review compact yearly with parent input: the parent compact was developed with input from the Parent-Teacher Collective and a draft was shared with all parents for further input.
 - School-level parent engagement policy is linked [here](#)
 - Explanation of new curriculum standards: new standards will be reviewed at the first Title I meeting of 2018-2019
 - Testing/accountability requirements: this information is shared by the district
 - Sending “parents right to know” letter: this letter is shared with enrollment paperwork and in our family handbook
 - “20-day letter”: this letter is shared on an as needed basis
 - Include links to curriculum, testing/accountability, and school and district report card: **these links are included on our website as applicable**
 - Obtain parent and stakeholder approval (meeting with signatures of attendees) of Title I Plan and Budget including Parent Engagement Budget: Signatures are available from the May SIT meeting, the May Parent-Teacher Collective meeting and the May Faculty meeting
2. Include school-level Parent Engagement Policy [here](#).
3. Include Parent Engagement Plan [here](#).
- A minimum of 4 Parent Engagement Meetings, curriculum presentations, and funding information should be implemented.

4. Parent communication must be in understandable language. (Strand I, Element 9)
 - Parent communication will be provided in understandable language as indicated by parent need
-

E. Parent Notification of Teachers Not Properly Licensed/Parents Right to Know and Teachers of Low-income/minority students Comparison (Strand III, Element 29)

1. Explain how your school notifies parents of teachers who are not properly licensed in NC for the grades/subjects being taught and how the Parents Right to Know is distributed. (Student handbook, webpage)
 - This information is shared via a letter generated by ACS Teaching and Learning Department, Title I Coordinator, when applicable.
 2. Describe how the school identifies, compares, and monitors any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective or out-of-field teachers. (This information may be found on school report card.)
 - Our learners are heterogeneously grouped in multi-age classes by race, gender and ability. There are no classes that are racially or economically identifiable. Our teachers all hold the appropriate certifications for the grade levels taught.
-

F. Reduction in Overuse of Discipline (Strand III, Element 33)

1. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which includes identifying and monitoring discipline information by sub-group. (This data may be included in Needs Assessment.)
 - Educators are expected to implement successful Tier I classroom management plans prior to planning for specific students (unless a clear need is indicated).
 - Educator's Handbook is used to monitor discipline information school-wide and by various subgroups as well as by location and time of discipline needs. Educators use "minor" incidents to track needs as well as effectiveness of support. "Major" incidents reflect a need to involve administration and/or families in planning. Our Student Support/PBIS Team team analyzes this data and revises student support plans as needed.
 - Educators, along with support staff, plan and implement student support plans for specific students who need support beyond the Tier I plan. Staff have been trained in Community Resilience Model (CRM), CPI de-escalation techniques and Conscious Discipline as well as PBIS. Our shared goal is to ensure children remain in their learning environments in a learning stance, using a restorative model when needed.
-

G. Stakeholder Involvement/Approval of Title I Plan (Strand I, Element 7; Strand III, Element 23)

Include sign-in sheet showing stakeholder (parents, community, staff) involvement and approval of Title I Schoolwide Plan. (Your *Title I Implementation Plan* (sample included) can be used with Sign-in Sheet as proof.)

- This plan as well as the Community Needs Assessment and the Family-School Compact were developed with and reviewed by our faculty, our School Improvement Team, and our Parent-Teacher Collective. Stakeholders were offered opportunities to give input as well as to review drafts before the documents were finalized. A sign-in sheet is available capturing each groups participation. Families are also offered the opportunity to review the drafts and provide input via the weekly family email.
-

H. Comprehensive Support and Improvement (CSI)/Targeted Support and Improvement (TSI) Designation (Strand IV, Elements 39, 40, 41)

(Section D may be omitted if your school has not been identified as CSI/TSI.)

What steps are being implemented to improve student and school academic success?

(If you are using NCSTAR, you may include NCSTAR Indicators that address school improvement, and how school plans to improve scores resulting in removal of CSI/TSI designation.)

- Not applicable
-

I. Work-based learning, Career/Technical Education

If determined appropriate by the LEA, describe how the school will support work-based learning and/or Career/Technical Education.

- Not applicable
-

J. Gifted and Talented and/or Effective School Library Programs

If determined appropriate by the LEA, describe how the school will support identifying and serving gifted and talented students and how the school will develop effective school library programs to improve student digital literacy skills and improve academic achievement.

- Gifted and Talented
 - Montessori Education naturally nurtures the gifts of each child by providing nurturing lessons based on each individual's strengths and interests during the work cycle. Given the grade levels served, nurturing support will also be provided via enrichment activities with an intentional focus on STE(A)M and Digital Tools.
- Effective School Library Program
 - Digital Literacy Skills: The school library functions as a Learning Commons that includes lessons that integrate Information and Technology standards. Students receive practice in using various electronic devices (i.e. iPads, chromebooks, etc.) to access, evaluate and

acquire information needed in research and creatively produce products. Students are participate in STEM units such as coding to develop skills needed for lifelong learning.

- Academic Achievement: The school library Learning Commons improves academic achievement by promoting reading advocacy, teaching information skills and collaborating with teachers to meet the intellectual needs of all students. The collection is growing to include a balance of resources in all formats including print and electronic. There is collaboration with teachers to provide resources and activities for course, unit and lesson integration. In addition to standard The Media Specialist works with the leadership team to achieve school missions, objectives, and strategies.

Title I School Parent Engagement Policy Checklist

LEA Name: Asheville City School

School Name: Asheville Primary School

The Title I Parent Engagement requires each Title I school to develop a written parental involvement policy. The School must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- ❑ Developed jointly with and agreed on by parents of Title I children;
- ❑ Written in an understandable format and provided in a language parents can understand;
- ❑ Distributed to all parents of Title I children; and
- ❑ Made available to the local community and updated periodically to meet the changing needs of parents and the school.

CHECKLIST OF REQUIRED COMPONENTS	YES	NO
1) The Policy describes how parents will be involved in the planning, review and improvement of the school's Parent Involvement Policy.	✓	
2) The Policy states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved.	✓	
3.) The Policy states that parent meetings, including parent conferences, will be held at different times during the day.	✓	
4) The Policy states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.	✓	
5) The Policy describes how parents will be involved in the planning, review, and improvement of the school's Title I program.	✓	
6) The Policy describes how the school involves parents in the joint development of the Schoolwide Program Plan under Section 1114. <i>Applies only to Title I schools operating a Schoolwide Program.</i>	✓	

7) The Policy describes how the school involves parents <i>in School Improvement/NCStar Process</i> .	✓	
8) The Policy describes how the school will provide parents of participating children with timely information about the Title I program.	✓	
9) The Policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.	✓	
10) The Policy describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.	✓	
11) The Policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.	✓	
12) The Policy states that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.	✓	
13) The Policy describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.	✓	