

Jack W. Harmon Elementary
Title I School Wide Plan
2016-2017

1. *A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement:*

The comprehensive plan was reviewed by members of the school who will be involved in carrying out the overall plan. In meetings prior to school beginning members of the leadership team discussed school practices and areas of strength and need. In academics and other areas that may affect student achievement the following areas will be points of focus:

- The number of students who meet proficiency on the district Galileo assessment
- Use a variety of assessment questions to increase student performance on both the Galileo and AzMERIT assessments
- Work to improve in our use of data to drive instruction and provide interventions (including formative assessments)
- Progress monitoring students every month for use in driving instruction and intervention/enrichment opportunities
- Work to improve the placement process and provide appropriate interventions for new students including using the Multi-Tiered System (MTSS) model for reading
- Work to improve the Teacher Assistance Team (TAT) or student referral and placement process
- Work to improve our student referral and discipline process by continuing to use the Responsible Thinking Process (RTP) in order to minimize students' time out of class including implementing a PBIS structure
- Work to improve technology resources related to instruction and assessment
- Continue to implement Foundations (K-3 Phonics program) and Expressions (K-6 concept based math program) with fidelity
- Continue to participate in ongoing professional development related to Foundations, Expressions, Thinking Maps, Kagan Strategies, Write From The Beginning, PLC
- Continue to utilize and improve Thinking Maps and Kagan Strategies
- Continue to improve the Professional Learning Community at each grade level
- Work to improve our school to home communication regarding student progress
- 6 minute solutions (5th and 6th grade)
- Math 20/20 (5th & 6th grade)

2. *School-wide reform strategies that are scientifically researched based:*

At Harmon we will use the following school-wide reform strategies:

- Daily 90 minute instructional block for reading and daily 60 minute (minimum) instructional block for math
- 30 minutes enrichment periods in reading and math (5 days per week)
- Continue to utilize a reading specialist and paraprofessionals to support at risk students
- K-3rd grade students will all receive 30 minutes of phonics instruction (Foundations) each day in addition to their "core" reading block.

- K-6th grade teacher will utilize the Curriculum Companion modules to guide their English and Language Arts (ELA) "core" instruction
- K-6th students will receive math instruction using Expressions as a common resource
- K-6th grade teachers will continue to utilize Write From the Beginning during the writing instructional block
- K-6th grade teachers will implement an MTSS approach to support at-risk students in reading
- Use Galileo pre-test, formative assessments, benchmark test data to determine what concepts and objectives should be worked on during reading and math interventions
- Students will receive differentiated small group instruction during "core" instruction in order to address individual needs and learning styles
- Grade levels will have a minimum of 1 Professional Learning Community (PLC) meeting per week utilizing data to discuss student progress at the grade level, class level, and student level
- PLC teams will create quarterly and yearly goals
- Campus and district professional development will focus on planning for instruction and implementation of programs and curriculum
- Academic coaching support for teachers in Reading and Math
- Utilize our school social worker to support at-risk students with behavior intervention
- 6 minute solutions (5th and 6th grade)
- Math 20/20 (5th & 6th grade)

3. *Instruction by highly qualified professional staff:*

a) *Strategies to attract highly qualified teachers to high needs schools*

- District offers a competitive salary and benefits package
- Ongoing and relevant PD opportunities
- New teacher induction program including mentors
- Coaching support
- Focus on building strong Professional Learning Communities
- Supportive Governing Board
- Supportive district level and campus level administrators

4. *Professional development for staff to enable all children in the school to meet performance standards:*

- The district supports new teachers through the Combs Induction Program
- Ongoing training in Foundations and Expressions
- Continued training in Write from the Beginning (Kindergarten- 6th grade), Thinking Maps/Kagan (new staff), refresher professional development for Kagan and Thinking Maps training for already trained staff
- Math 20/20 training for 4th grade teachers
- year 2 training in Kagan (K-6)
- MTSS training (K-6)
- DIBELS Progress Monitoring refresher (K-3)
- PLC training for all certified staff
- PBIS Training (All Staff)
- Math 20/20 (5th & 6th)

5. *Strategies to increase parental involvement*

- Communication
 - School-Parent Compact (paper copies, electronic copies, posted on website)
 - Meet the Teacher Night
 - Fall Curriculum night
 - Monthly newsletter
 - Weekly posts on Facebook page including school updates
 - Establish and post weekly on school twitter page
- Annual Meeting
 - Scheduled for August 18, 2016 at 4:30PM
- Parenting
 - Love and Logic Parent training
- Learning at Home
 - In an effort to increase the number of students regularly completing homework we would like for all parents to support the school and work with your child so that he/she spends a minimum of 30 minutes on homework each night, Monday through Thursday. A good way to do this is to have a consistent designated time, where there will be the least chance for distractions, set aside as "homework time". The 30 minutes should be broken down into a minimum of 15 minutes of reading and 15 minutes of math (students can certainly be encouraged to spend more than 15 minutes on either subject but should first complete 15 minutes on each). Math homework will generally be a chance to practice concepts and objectives that they have learned that day. Third through sixth grade students will also be expected to complete a minimum of 15 minutes of reading each weekend.
 - Expressions-Think Central
- Volunteering
 - Parent volunteer program
- Decision Making and Advocacy
 - Quarterly Site Council meetings
- Collaborating with community
 - Monthly PTSO meetings and family activities
 - Quarterly award assemblies
 - Grandparents' Day
 - Walk Your Child to School Day
 - Spring Carnival
 - Career Fair

6. *Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs*

- Kindergarten enrollment and Kindergarten Round-Up for enrolling and potential new students

- Transition meetings for students coming to Harmon from the district's priority preschool program
 - School tours
7. *Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program*
- Summer leadership meetings
 - New year orientation
 - Staff meetings and monthly data time
 - PLC meetings, reviewing student progress
 - Meetings with academic coaches
8. *Coordination and integration of federal, state, and local services and programs*
- a) *List of state and local educational agency programs and other federal programs that will be included:*
- Special Education
 - ELL
 - Move On When Reading
 - McKinney-Vento Act
- b) *Description of how resources from Title I and other sources will be used*
- Resources will be used to fund positions and resources that will support and enhance learning opportunities in reading and math for all students
 - In some cases the resources will be prioritized to support and enhance learning opportunities in reading and math for the most at-risk students
- c) *Plan developed in coordination with other programs, including those under the School-to-Work Opportunity Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990*
9. *Activities to ensure that students who experiences difficulty mastering standards shall be provided with effective, timely assistance, which shall include:*
- a) *Measures to insure that students' difficulties are identified on a timely basis*
- Benchmark testing and progress monitoring in reading and math to assess students' level of mastery and growth
 - 45 day screeners
 - Daily intervention time in master schedule to support students at their instructional level
- b) *Periodic training of teachers in the identification of difficulties and appropriate assistance for identified difficulties*
- Review of "look fors" related to 45 day screeners during September campus PD
 - SPED "cluster" classroom teachers will receive ongoing professional development at the district level
- c) *Teacher-parent conferences that detail what the school will do to help the students, what the parents can do to help the student, and additional assistance available to the student at the school or in the community*

- The school holds Teacher-Parent Conferences twice a year (September and February) and the school will hold a curriculum night in August so that teachers can share information related to the programs and instructional objectives and expectations that their student will be working to meet. Information related to student scores on benchmark assessments will also be discussed.

10. *Description of how individual student assessment results and interpretation will be provided to parents*

- Parents can review mid-quarter progress reports online and end of quarter report cards will be sent home
- The school will hold teacher-parent conferences in September and February
- Parents will have online access to Jupiter grades to track their student's progress and login information will be provided during Meet the Teacher and Parent/Teacher Conferences
- Parents will be contacted by the child's teacher any time their grade average drops below a "C" in an area
- Special education evaluation results will be presented to parents within 60 days of their consent to evaluate

11. *Provisions for the collection and disaggregation of data on the achievement and assessment results of students*

- Training on the collection and review of data is provided at the site level
- Disaggregation of data is done at the district level

12. *Provisions to ensure that disaggregated assessment results for each category are valid and reliable*

- The Arizona Department of Education provides disaggregation of data on assessment. This data is analyzed by staff and is used in the improvement of the delivery of instruction.

13. *Plan developed during a one year period, unless LEA, after considering the recommendation of its technical providers, determines that less time is needed to develop and implement the school-wide program*

- The school-wide plan was drafted during the school's summer leadership session and every year is revised to meet the needs of our students.

14. *Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil services personnel, parents and students (if secondary)*

- The plan is made available to stakeholders to review. The plan is presented at PTSO/Site Council meetings for review. After all input is gathered, the final plan is made available on the website. A hard copy of plan is available at request from the main office.

15. Plan available to the LEA, parents, and the public

- The plan will be posted on the school's website. Persons requesting a hard copy of the plan can retrieve one from the school's main office. The school will translate any necessary document or paper into another language to the extent feasible. The school/district does have some individuals that can translate and all schools have access to the language line to assist with parent communication.