

Title I Schoolwide Plan Johnson Elementary School

Instructions & Plan Purpose

Please delete this portion above the horizontal line prior to final draft, all highlighted and bracketed sections should be filled in, brackets and highlight formatting should be removed in your final Plan. Please also delete the template contact in the footer of the first page as the school should identify their own SWP Contact.

The Title I Schoolwide Plan Template is designed to support schools in the development of Schoolwide Plans that meet all requirements under Section 1114 of the Elementary and Secondary Education Act. Each school that operates a Title I Schoolwide Program must develop and maintain a compliant Schoolwide Program Plan. A school is not required to use this template for their SWP plan as long as their document meets all ESEA requirements. See the [Title I Schoolwide Plan Requirements document](#) for further descriptions of the required criteria.

NOTE: Please keep in mind this is a school-level requirement which means this document should include and address data, needs, feedback and processes that are specific to the individual Schoolwide Program School. If you want to pull information from other sources such as the [Data Inventory](#) or Continuous Improvement Plan, please cut and paste the relevant information into this document. This will ensure that once the plan is available to parents, community and the public, it can be reviewed and understood as one comprehensive Plan of the Schoolwide Program.

School: Johnson Elementary School

LEA: Lamoille North Supervisory Union

Date created/Date last revised: 06/23/2022

School SWP Contact: David Manning

1. Parent and Stakeholder Involvement

ESEA Requirement: The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school (ESEA § 1114(b)(2)).

Contact Information:

If you have questions about the SWP template please contact: Jessie Murray, State Title I Director, Jessie.Murray@vermont.gov

Instructions: Please describe the process used for involving parents and all required members of the school community noted above, in the development of this Schoolwide Program Plan. Include details such as when and what kind of stakeholder involvement did or will take place, who was or will be involved and how the involvement has or will occur.

Normally this would have been done during the fall open house, but due to COVID restrictions we are not able to have parents/stakeholders in our school at this time. As a result, we are largely forced to use email and website communication as a way to involve the community involved

2. Comprehensive Needs Assessment

ESEA Requirement: An eligible school operating a Schoolwide Program shall develop a comprehensive plan that is based on a 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 (ESEA § 1114(b)(6)).

Instructions: Summarize the results of the school's comprehensive needs assessment, including a description of the data sources used. Please describe specific assessment measures/data results that have been or will be used to identify the school specific needs. Include information regarding the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes. Consider including the summarized analysis of all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

Stakeholders have reviewed our most recent academic data including SBAC, Fountas and Pinnell, and Bridges data. Additionally, we have reviewed our truancy referral data and EST referral data. Our data shows that students are making progress this year in both literacy and math. However, for our students who are not meeting grade level standards, there is a need for more interventionists including a need for behavioral/social-emotional supports and interventions. Students need consistent services and interventions so that they can make progress, this has been challenging this year due to absences of both students and staff. Consistent implementation of Reader's and Writer's Workshop, and Bridges Math should continue across all grade levels and should be supported by ongoing embedded professional development. More Tier II interventions for small group work within the classroom are also needed such as Leveled Language Intervention

3. Schoolwide Plan Strategies

ESEA Requirement: The Schoolwide Plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA § 1111(c)(2)) to meet the challenging State academic standards;
- use 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; and
- 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 (ESEA § 1114(b)(7)(A)(iii)).

Instructions: Describe the comprehensive strategies that the school will use to upgrade the entire educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three requirement areas noted above. Please include a specific description of each strategy, the need being addressed and the intended objective. Please note that each strategy should clearly be supported by a data driven need included in the comprehensive needs assessment section 2.

1. Use the Datawise process to improve the quality of Tier I instruction for all students by having teachers regularly meet to review data and make adjustments to instruction and assessment based on that data
2. Strengthen our MTSS and EST systems to ensure that students not mastering content from Tier I instruction have a tight system that reacts to meet their needs
3. Continued staff training and implementation of Responsive classroom practices across all grade levels. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.
4. Continued staff training and implementation of restorative practices across all grade levels.
5. Establish a system to track and identify students who need additional SEL support that mirrors the MTSS system for students who need academic support

4. Evaluation and Revision

ESEA/CFR Requirement: A school operating a Schoolwide Program must-

- determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program (34 CFR § 200.26(c), ESEA § 1114(b)(3)).

Instructions: Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program strategies using data from the State’s annual assessments and other indicators of academic achievement. Include details about how this information is used to revise the Schoolwide Plan annually to ensure program improvement.

- The JES Academic Leadership team (Principal and representatives from various teaching teams) will have the primary role of overseeing the continuous improvement process. They meet twice per month to review the progress teaching teams are making on academic and safe and healthy school goals. Members also attend weekly staff PLC meetings
- In spring of 2023, JES instructional and behavioral staff will meet to complete “Data Inventory Information 2023-2024” for the purposes of assessing our current CIP and for developing our future schoolwide plans. Staff will be asked to analyze student assessment and anecdotal data and answer many questions about how our students have been performing and what strategies and interventions would help students who were not meeting state academic standards.
- This Schoolwide Program Plan has been regularly monitored using the above described measures to ensure continuous improvement of students. Using the results of these evaluation processes, the Schoolwide Program Plan was most recently revised on 04/25/22

5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESEA § 1114(b)(4)).

- If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (ESEA § 1114(b)(5)).
- The plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards (ESEA § 1114(b)(3)).

Instructions: Fill in the appropriate information in the prompts below. If additional information is needed to provide clarity, add any other relevant details regarding the above requirements.

- This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact David Manning
- This plan is developed in coordination with other Federal, State and local services, resources and programs
- This plan is in effect for the 2022-2023 School Year. This plan will be monitored November, February, and May, then annually to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards