

**Title I Comprehensive Schoolwide (§1114) Plan  
2022-2023**

<b>Date</b>	September 15, 2022
<b>District Name</b>	Council Bluffs Community School
<b>School Name</b>	Franklin Elementary
<b>Building Grades</b>	PK-5
<b>Building Principal</b>	Charla Johnson

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

<p><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> <b>Schoolwide Program Planning &amp; Review Team (Required)</b>          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.</p> <p>Representation should include building administration, teaching staff, and parents. Middle</p>	<p>List members' names and titles. This committee <u>must include parent representation</u> for this specific building.</p>																												
	<table border="1"> <thead> <tr> <th align="left">Name</th> <th align="left">Title</th> </tr> </thead> <tbody> <tr> <td><b>Example:</b> Pat Edwards</td> <td>Third Grade Teacher</td> </tr> <tr> <td>Charla Johnson</td> <td>Principal</td> </tr> <tr> <td>KC Fouts</td> <td>Instructional Coach</td> </tr> <tr> <td>Dawn Bauer</td> <td>Instructional Coach</td> </tr> <tr> <td>Amy Gustafson</td> <td>2nd Grade Teacher</td> </tr> <tr> <td>Jessica Cavanaugh</td> <td>1st Grade Teacher</td> </tr> <tr> <td>Jessica Aldrich</td> <td>5th Grade Teacher</td> </tr> <tr> <td>Alex Martinez</td> <td>3rd Grade Teacher</td> </tr> <tr> <td>Tara Doner</td> <td>Special Education Teacher</td> </tr> <tr> <td>Derek Crain</td> <td>5th Grade Teacher</td> </tr> <tr> <td>Karne Croston</td> <td>Kindergarten Teacher</td> </tr> <tr> <td>Jill King</td> <td>Parent</td> </tr> <tr> <td>Niki Wayman</td> <td>Parent</td> </tr> </tbody> </table>	Name	Title	<b>Example:</b> Pat Edwards	Third Grade Teacher	Charla Johnson	Principal	KC Fouts	Instructional Coach	Dawn Bauer	Instructional Coach	Amy Gustafson	2nd Grade Teacher	Jessica Cavanaugh	1st Grade Teacher	Jessica Aldrich	5th Grade Teacher	Alex Martinez	3rd Grade Teacher	Tara Doner	Special Education Teacher	Derek Crain	5th Grade Teacher	Karne Croston	Kindergarten Teacher	Jill King	Parent	Niki Wayman	Parent
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schools and high schools need student members.	
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**§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:

Proficiency on formative assessments including MAP demonstrates the need to further support core instruction, differentiation and intervention services for students who are at-risk of failing and especially students from poverty, minority subgroups, and English learners.

- Special Education: 21% Proficiency in Reading & 22% Proficiency in Math
- ELL: 16% Proficiency in Reading & 14% Proficiency in Math
- Poverty: 51% Proficiency in Reading & 47% Proficiency in Math
- Black: 45% Proficiency in Reading & 40% Proficiency in Math
- Hispanic: 30% Proficiency in Reading & 28% Proficiency in Math
- ISASP Math & ELA scores are below the state and district average.

Both proficiency and growth in literacy and mathematics are targeted as measures of improvement in our school improvement plan.

**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 School Support Team and teachers analyze referral and attendance data weekly in order to assess patterns that include frequency, intensity and duration. The SST 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, 21<sup>st</sup> Century after-school programs, community/agency supports, etc. This coordination of support allows us to address the academic and 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

In addition to the supports mentioned in section B (above), we will also focus on continual staff professional development via: Weekly early release with embedded PD, Weekly Grade Level PLCs and other instructional teams. Our district provides additional optional opportunities to grow professionally and include 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. We also utilize MAP as a baseline screener, along with a phonics, comprehension and number corner screener to determine students who are needing targeted or intensive intervention or are in need of extension. We have designated intervention times scheduled twice each day to serve students with these needs. Students also utilize Lexia & Dreambox programs to practice math and reading skills at their level. Teachers are able to utilize data from these various sources to determine responsive intervention and differentiated small group instruction in order to reinforce and develop capacity toward grade level standards.

**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 best practices through monthly professional development around Social Emotional Learning for students and staff to be regulated and ready to learn. Full implementation, utilization of the district adoptions in Reading (Wonders/Wonderworks), and Math (Bridges/Bridges Intervention) will provide rigor around strong Universal Core Instruction and intervention as needed. Through purposeful scheduling, instructional time is protected in order to provide core instruction to all students. 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.

**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;

As mentioned above, this year we will use a portion of our Title I funding to support PK-5 behavior specialists that will help to support the social-emotional-behavioral needs of our most at-risk PK-5 students and with the end result of keeping students in the classroom, focused and productive. We are particularly working addressing the needs of our black and male students whose data is well above at the time of missing instruction due to behavioral needs.

- (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

As mentioned above, professional learning will be a major focus of our school improvement efforts. These include weekly early release, PLCs and learning teams, as well as district-wide opportunities (known as Council Bluffs University catalog offerings and Summer Academy conference-formatted sessions). Again, 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 as well as be invited to provide feedback on each of these steps. Specifically, we will share with our parent advisory group our student achievement data and, with them, discuss ways that achievement data can be improved with changes and enhancements to our instructional strategies. We will ask parents for their feedback on these changes from a parent perspective. During the implementation phase, we will again share with our parent group the status of this implementation which will range from informal discussions about classroom observations to formative assessment data taken during the year. Toward the end of the year and after our end of year assessment results are complete, we will share those results with parents and ask for 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 to 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. Finally, all parents are invited to our annual and semi-annual curriculum nights where they learn more about the curriculum being received by their children and also receive ideas for ways that their child's learning can be enhanced at home. During this time, we will collect ideas from parents regarding further support. We note here that student success includes not only the academic but the social and emotional as well. It is in these latter areas that parents can be especially helpful.

**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 these (as well as state-wide assessment results) as a feedback system which informs us whether we are being successful with students, and whether revisions and adjustments are necessary. We cannot afford to wait until the ISASPs results are returned to determine our success. Our goal is to have this feedback system be as continuous and seamless as possible. We will also monitor MAP results at K-5 as well as PK Gold results.

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

