

Leon County Schools
2019-2020 Title I School Planning Form & Comprehensive Needs Assessment

The information provided in this document will be used in writing the Title I grant and developing the Title I budget. Please plan activities that will assist your school in reaching the proposed goals. All projected purchases should be tied to needs, goals, and activities and will need to be summarized on the FA399 document. Since your School Improvement Plan will not be developed until later but will be used during Title I monitoring, you should make sure the goals/activities in this plan are replicated in your school improvement plan.

The highlighted focus areas identify if all schools must complete the section or if only Differentiated Accountability or Elementary must complete. Since the Parent and Family Engagement Plans are being submitted at the same time of the completion of this plan, this section has been condensed. Please be sure that your Parent and Family Engagement Plans are completed, approved by SAC and are submitted to our office no later than **May 1, 2019**.

This form along with the FA399 Form must be returned to Ashley Scott by no later than **May 1, 2019**.

SCHOOL NAME Chaires Elementary PERSON COMPLETING FORM Michele Prescott

	Needs	Goals	Activities	Budget	Evaluation
State Title I Areas of Focus	Identify needs based on state assessments, <u>district assessments</u> and other measures. List the baseline data and identify all sources of data.	List the anticipated SMART (specific, measurable, achievable, realistic, and limited) goals your school plans to accomplish in addressing this area of focus.	List each specific activity to be implemented to address the needs (include frequency and duration of activities) and research that supports use of activity.	List the budget line items associated with this area.	Describe how the implementation % of effectiveness will be evaluated.
Strengthening Academic Achievement (All Schools must complete this section)	<ol style="list-style-type: none"> _51_ % of students scored a level 3 on the ELA FSA (3rd 60%, 4th 45%, and 5th 47%). _37_ % of students showed Learning Gains on the ELA FSA. 	<ol style="list-style-type: none"> 70 % of students will score a 3 or above on the ELA FSA. <ol style="list-style-type: none"> Students in grades 1st-5th will score on or above the 53rd percentile on STAR Reading. 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Students progress will be monitored twice monthly with monitoring team and teachers All Tier II students will receive remediation as determined by 	5100 1200 – Classroom Teachers (4.0) 5100 1500 – Instructional Aides (1) 6300 1300 - Reading Coach (.5) 5100 2100 – Classroom Teacher Benefits 6300 200 – Reading Coach Benefits	In all five areas, we will use our Wonders Assessments, AIMS Web Data, AR Data, STAR Assessments, Intervention Program Data, IReady Data, Go Math Assessments, Math Data, Science Fusion Data, and Teacher Feedback to assess how our students

	<p>3. 57% of students in the bottom quartile showed learning gains on the ELA FSA.</p> <p>4. 54% of students scored a level 3 or above on the Math FSA (3rd 45%, 4th 54%, 5th 62%).</p> <p>5. 65% of students showed learning gains on the Math FSA.</p> <p>6. 45% of students in the bottom quartile showed learning gains on the Math FSA.</p> <p>7. 53% of students scored a level 3 or above on the Science FCAT.</p>	<p>2. 70% of students will show learning gains on the ELA FSA.</p> <p>3. 70% of bottom quartile students will show learning gains on the ELA FSA.</p> <p>4. 70% of students will score a 3 or above on the Math FSA.</p> <p>5. 70% of students will show learning gains on the Math FSA.</p> <p>6. 60% of students in the bottom quartile will show learning gains on the Math FSA.</p> <p>7. 70% of students will score a 3 or above on the Science FCAT.</p>	<p>team IReady and Wonders Approaching.</p> <p>Tier III students will receive a Research Based remediation as determined by PM Team (Linda Mood Bell, Seeing Stars, Visualizing and Verbalizing, Reading Mastery, PALS, Corrective or IReady.</p> <p>3. All students Progress will be monitored by the Progress Monitoring Team twice a month.</p> <p>Tier1 and II students will receive daily Math remediation or challenge instruction in small groups using the IReady research based</p>	<p>5100 2200 – Paraprofessional Benefits</p> <p>5100 510 - I Ready Consumable Materials \$4000.00</p> <p>5100 – 530 Scholastic News Consumable. \$3200.00</p> <p>5100 7560 - PLC Substitutes \$2500.00</p> <p>5100 7560 – STEAM PLC Substitutes \$2000.00</p> <p>6400 7300 – Registration Fee Get Teach On and FETC \$4000.00</p>	<p>are performing throughout the year. At least twice a month, data chats between grade level teams and administration will take place to review student data points. If we see that students are not making enough growth, at any time, we may change the student’s intervention plan of action. We would hope our frequent monitoring would allow us to meet and/or exceed the five goals outlined in this plan.</p> <p>Throughout the school year, we will use Fusion Science Data to determine if students are mastering the Florida State Science Standards in grades 2nd-5th.</p> <p>2018 FSA and FCAT data will be used to determine effectiveness of our plans in regards to the seven areas</p>
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	Identify <u>grade level intervention needs</u> based on state assessment, district assessment and other measures. List the baseline data and identify all sources of data.	List the anticipated SMART (specific, measurable, achievable, realistic, and limited) goals your school plans to accomplish in addressing this area of focus.	List each specific activity to be implemented to address the needs (include frequency and duration of activities) and research that supports use of activity.	List the budget line items associated with this area.	Describe how the implementation % of effectiveness will be evaluated.
Differentiated Accountability (Only schools that are currently D or F must complete this section)					

Parent and Family Engagement

Please respond to the five (5) questions listed below.

Parent & Family Engagement
(All Schools must complete this section)

- I. I will be utilizing Title I Funds to support a full-time, part-time, or hourly Parent Liaison. Yes or No
- II. Briefly describe the items that will be purchased with Title I Funds.

Staff Development in Student Engagement and Parent Communication Tools. Monthly Home and School Connections will be purchased for every family. **\$400.00**
- III. My school site has completed the 2019/2020 Parent and Family Engagement Plan which includes our schools goals and activities. Yes or No
- IV. My school site has received Parent Feedback for the 2019/2020 Parent and Family Engagement Plan. Yes or No
- V. My school site's 2019/2020 Parent and Family Engagement Plan has been approved by SAC. Yes or No

	Identify needs based on state assessments, <u>district assessments</u> and other measures. List the baseline data and identify all sources of data.	List the anticipated SMART goals your school plans to accomplish in addressing this area of focus. Consider addressing industry certifications at elem. and	List each specific activity to be implemented to address the needs (include frequency and duration of activities) and research/best practice that supports use of	List the budget line items associated with this area.	Describe how the implementation % of effectiveness will be evaluated.
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		sec. levels; access to early college, dual enrollment, or career counseling; supporting efforts to reduce discipline practices that remove students from the classroom; and supporting work-based learning opportunities that provide interaction with industry professionals.			
College/Career Readiness (All schools must complete this section)	Increase student exposure to various careers.	Students will meet people from various careers. Professionals from various professions will present to students and answer student questions,	Students will meet people from various careers. Professionals from various professions will present to students and answer student questions,		Students will be exposed to at least 5 professions.
	List the baseline data that supports this area of focus, such as the ratio of computers to students as this applies to access to digital learning, content; industry certifications at elem. and sec. levels; online courses; customized instruction; and state testing requirements.	List the SMART goal (s).	List each specific activity to be implemented to address the needs (include frequency and duration of activities) and research/best practice that supports use of activity.	List the budget line items associated with this area.	Describe how the implementation % of effectiveness will be evaluated.

<p>Technology (All schools must complete this section)</p>	<p>Students currently have access to a computer lab for research, accessing curriculum and testing.</p>	<p>Students in Grades 3-5 will have access to one- to one computers. Classes in grades K-2 will have access to laptop or Ipad carts.</p>	<p><i>Response: Research by Russ, Graham and Roderick (2012) states that resources important to a school extend well beyond books and materials. SmithBarney (2008) explained that a component of school capacity concerns the extent to which schools incorporate technical resources and that instructional improvement requires additional resources in the form of materials, equipment, and access to new ideas.</i></p>		<p>Students will access curriculum and assessments daily on tablet. Go Math and Wonders Assessments will be accessed through student tablet.</p>
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Optional- Area of Focus

District Determined Focus: This area is not required by the grant. However, if you believe the district should focus on an area or need with Title I funds, please describe:
