

Culver Elementary School



Title 1A School Wide Plan & School Improvement Plan For 2023-2025

Culver Elementary School
Title 1A School Wide Plan

VISION-

A student body making greater than average academic gains, who are engaged and invested in their own education, and who operate in a growth mindset.

MISSION-

To provide a learning environment with a strong academic foundation, while supporting the social/emotion development of each student, and celebrating diversity through rich experiences.

VALUES-

- invested
- perseverance
- respect
- confidence: problem solver, growth mindset, and self-motivated
- kindness
- service

CULVER ELEMENTARY TITLE 1A SWP READING IMPLEMENTATION/ACTION PLAN

Measurable READING goal:

In the spring of 25 the percentage of all K – 5 students at on-level benchmark, as measured by Lexia, level will increase & sustain to/at:

<u>Grade level- READING</u>	<u>Current % at benchmark</u> (Winter 2022) (spring 2022 SBAC)		<u>Current % at benchmark</u> (Winter 2022) (spring 2022 SBAC)	<u>Current % at benchmark</u> (Winter 2022) (spring 2022 SBAC)	<u>Will increase to this % by May 30, 2025</u>
<u>Kinder</u>			55%		<u>80% in Lexia</u>
<u>1st grade</u>	22%		50%		
<u>2nd grade</u>	12%		31%		
<u>3rd grade</u>	22%	40%	57%		
<u>4th grade</u>	18%	47%	43%		
<u>5th grade</u>	16%	43%	30%		

Grade Level Goals:

Kinder:

By June 2021- 100% of students will demonstrate growth by at least 10 letters and sounds.

First Grade:

Measurable READING goal: General education students who started the year at grade level reading in Lexia will gain a minimum of two levels in the Lexia reading program and general education students who started the school year below grade level will gain a minimum of three levels in Lexia (3 Lexia levels equals 1 grade level). Special education students who do not participate in the general education classroom during reading time will gain at least one level in Lexia.

Strategy, Method, or Action: Students will have the opportunity to work on Lexia for at least 20 minutes during small group time on all regular school days. All students will receive explicit phonics instruction taught in a whole group setting as well as during

small group rotations. The lowest four students per class will also receive an additional pull out time to work on lessons that need additional instruction at least once per week. Students will be motivated with certificates for levels passed, individual weekly prizes, monthly participation in the Lexia store as well as an end of the year incentive for all levels passed.

Who is Responsible? Regular education teachers are responsible for helping students meet weekly minute requirements in class. All students and their families have been provided with login information for students to make up time when they are absent. Special education teachers are responsible for students who get pulled from reading instruction in the general education classroom.

Timeline: June 2023

Resources: Lexia Reading Program and phonics instruction found in the classroom reading curriculum.

Evidence: Teachers will check student progress on Lexia at a minimum of once per week. All students will be made aware of their minutes goal and if they are on track to meet their required minutes per week as well as their progress toward unit completion. Students who are making progress will receive a certificate and will move their progress marker on the classroom Lexia board. Students who need intervention will be provided with intervention time at a minimum of once per week.

Evaluation Methods: Teachers will use Lexia teacher platform to track student usage, progress and need for intervention/rewards. Students will track their progress on their Lexia student platform as well as on the classroom Lexia board.

Second Grade:

By June 2021-

90% of the intensive group with at least 80% attendance will grow 60% or better.

100% of the strategic group with at least 80% attendance will grow 50% or better.

100% of the benchmark group with at least 80% attendance will maintain or improve.

Third Grade:

Measurable READING goal: Regular classroom students will gain a minimum of three levels in the Lexia reading program (3 Lexia levels equals 1 grade level).

Strategy, Method, or Action: Implementation of 20-30 minutes of Lexia on all normal school days. This will be enhanced with explicit phonics instruction taught in small group rotations. Students will be motivated with certificates for levels passed as well as the Lexia store for units passed.

Who is Responsible? Classroom teachers are responsible for student Lexia usage, unless the student(s) are absent and need to make up usage at home. Special education teachers are responsible for students who get pulled during general education Lexia times.

Timeline: June 2023

Resources: Lexia Reading Program and Phonics Flashcards.

Evidence: Students who are making progress will achieve levels, which the Lexia program awards with certificates. Students will also begin making connections between Lexia learning and everyday learning. The Lexia program allows teachers to track minutes spent versus units passed to determine students who need intervention.

Evaluation Methods: Teachers will use Lexia teacher platform to track student usage, progress and need for intervention/rewards.

Fourth Grade:

Measurable READING goal: Regular classroom students will gain a minimum of 1 grade level in the Lexia reading program (This equates to three levels throughout the year).

Strategy, Method, or Action: Implementation of 30 minutes of Lexia practice on all normal school days. Phonics practice will be included in the practice sessions. Students will be pulled daily for small group practice in phonics. All regular classroom students will receive this practice. Students will be motivated with stickers for each circle completed, certificates for levels passed, and the Lexia store for units passed.

Who is Responsible? Classroom teachers are responsible for student Lexia usage, unless the student(s) are absent and need to make up usage at home. Special education teachers are responsible for students who get pulled during general education Lexia times.

Timeline: June 2023

Resources: Lexia Reading Program, Phonics Flashcards, Chromebooks, and a selection of stickers .

Evidence: Students who are making progress will achieve levels, which the Lexia program awards with certificates. Students will also begin making connections between Lexia learning and the learning achieved in Reading/Language Arts class . The Lexia program allows teachers to track minutes spent versus units passed to determine students who need intervention.

Evaluation Methods: Teachers will use Lexia teacher platform to track student usage, progress, and need for intervention/rewards.

Fifth Grade:

GOAL: All fifth grade students will progress through a (minimum of) 4 levels in LexiaCore5, or exit Lexia and proceed to PowerUp reading program. .

STRATEGY: We will provide 20 min (at least 4 days a week) of class time dedicated to Lexia use. We also provide 30 min daily of spelling and vocabulary. Individual Lexia lessons will be taught to struggling students.

WHO is RESPONSIBLE: Classroom teachers

TIMELINE: Sept 2022-June 2023

RESOURCES: Lexia Core5, Spelling Mastery, supplementary vocabulary materials

EVIDENCE: Weekly informal check-ins with the teacher regarding progress made, number of Levels completed by the end of May.

EVALUATION: Teachers use “MyLexia” to monitor individual and class progress, as well as intervention and rewards.

<u>Strategy, Method, or Action</u> What will you do	<u>Who is Responsible?</u> Who will provide the leadership to assure this strategy is accomplished?	<u>Timeline</u> When will this strategy or action begin and end?	<u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?	<u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy
Instructional Strategies To Support this Goal					
1. Implement interventions for those students at risk of not meeting the standard at grade level and building wide.	Classroom teacher team & individual teachers	Ongoing	Teacher time	Interventions suggested & developed	Interventions developed & ready to implement
2. Implement interventions and refer students not	Classroom	Ongoing	Teacher & SS	Interventions	Curric. based assessments, 2

responding to interventions to the SST Team.	teachers		Team time	developed, shared at staff level.	week progress checks, report cards
3. Devote 1 Staff Development day per month, for an after school session, specifically addressing Reading instruction, curriculum, and achievement of students.	All staff, w/ coordination by principal	Ongoing, once per month	Teacher time	Meetings, and student success	Number of improvements noted
4. Continue to implement WONDERS Language Arts curriculum by McGraw Hill.	Loredo	Fourth year implementation	Teacher & Admin. Time	Completion of meetings	Productive discussions that lead to improved results Completion
5. Continued Summer School	School District	M – Fri	FTE for staff	Weekly Lesson plans & teacher discussions	Productive discussions that lead to improved results & staff feedback
6. Lexia Store reading incentive program to promote reading outside of school reading times.	Loredo	Monthly	Title 1 \$ & general fund ASB funds	Attendance at	Completed assessments
7. Continue to use EasyCBM for district monitoring assessment	All Staff	3 formal times annually, progress monitoring in	\$\$ for annual subscription	Program in place and students participating	Completed

		classrooms ongoing		assessments	
--	--	--------------------	--	-------------	--

<u>Strategy, Method, or Action</u> What will you do	<u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?	<u>Timeline</u> When will this strategy or action begin and end?	<u>Resources</u> What existing resources will you use to accomplish this strategy?	<u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?	<u>Evaluation Methods</u> How will you gather evidence to demonstrate achievement of this strategy?
<p>Professional Development</p> <p>To support reading:</p> <ol style="list-style-type: none"> Devote 1 meeting per month, for an after school session, specifically addressing Reading instruction, curriculum, and achievement of students. Research a schoolwide writing curriculum Continue current interventions and to be trained on intervention strategies for our struggling students: <ul style="list-style-type: none"> ✗ EasyCBM ✗ Lexia ✗ Imagine Learning ✗ Writeable ✗ Others Continue to explore interventions through SST 	<p>All staff, w/ coordination by principal</p> <p>Principal</p> <p>Appropriate staff members IE-sped, ELL, paraeducators all staff for general strategies</p> <p>SST Team</p>	<p>Ongoing, on per month</p> <p>Winter</p> <p>Ongoing</p> <p>Bi-Weekly</p>	<p>Teacher time</p> <p>Title 1A or</p> <p>Title \$\$ & Staff time</p> <p>Staff time,</p>	<p>Completion of meetings</p> <p>Completed days</p> <p>Interventions known and implemented</p> <p>Meeting notes ar</p>	<p>Productive discussions that lead to <u>improved results</u></p> <p>NA</p> <p>Student achievement</p>

meetings/referrals with the classroom teacher.			SST time	successful implementation of strategies	
<p>Parent Involvement Activities</p> <p>To support reading:</p> <ol style="list-style-type: none"> Each classroom will include a "Reading" section in their weekly classroom newsletters. Continue to give parents strategies to "grow readers" at home in building monthly newsletters. We will have a Parent Workshop Night, & "S'more Night" Continue to encourage Parent Volunteers in the classrooms. 	<p>Classroom teachers</p> <p>Principal w/ input from staff at times</p> <p>Loredo and Staff</p> <p>Teachers & Principal</p>	<p>Weekly</p> <p>Once per month</p> <p>October/ May</p> <p>Ongoing</p>	<p>Teacher time</p> <p>Minimal staff time</p> <p>Title 1 funds and ASB Funds</p> <p>Minimal staff time</p>	<p>Completed newsletters turned into Principal</p> <p>Section in newsletter each month</p> <p>Number of participants, feedback</p> <p>Returned forms to sign up to volunteer</p> <p>Surveys sent</p>	<p>Completed newsletters turned into Principal & parent feedback regarding communication</p> <p>Completed newsletters</p> <p>Attendance</p> <p>Volunteers present and working</p>

<p>5. Annual Parent Survey given each spring for feedback on Reading, Math, & communication</p> <p>6. Parent Teacher conferences 2x per year</p>	<p>School district</p> <p>Coordinator Principal & Classroom teachers</p>	<p>Nov.</p> <p>Nov. & May each year</p>	<p>Staff time to collect & tally</p> <p>Days designate d in calendar</p>	<p>home and attendance for small groups</p> <p>Attendance at conferences</p>	<p># of surveys returned</p> <p>Roster from each teacher of who attended</p>
<p>Organization/Scheduling Strategies to support reading</p> <p>1. Continue to include uninterrupted blocks of time for Reading instruction in the schedule.</p> <p>2. Continue to provide paraeducator support for Walk2Read to each classroom.</p>	<p>Principal</p> <p>Principal & Title programs coordinator</p>	<p>Aug. of each year</p> <p>Ongoing</p>	<p>N/A</p> <p>Planning time & personnel \$\$ (general fund & Title</p>	<p>Completed Schedule</p> <p>Support in place</p>	<p>Ongoing</p> <p>Staff feedback</p>
<p>Climate/Behavior Strategies to support reading</p> <p>1. Positive Behavior Supports system in place so behavior expectations are known and followed.</p>	<p>All staff with direction from PBIS Team</p>	<p>Ongoing</p>	<p>Staff time</p>	<p>System is in place</p>	<p>Positive behavior exhibited during Reading blocks of time</p>
<p>Other: (please specify)</p>					

1. Each year explore staffing to best meet the needs of the students with regard to paraprofessional & teacher FTE. & limited budget.	Title programs coordinator & building	Ongoing	Title 1A \$, Title 1C \$, & general fund \$	Data collected , staffing determined and recommendations for further improvements made	Student Achievement & personnel plan done
---	---------------------------------------	---------	---	--	---

CULVER ELEMENTARY TITLE 1A SWP MATHEMATICS IMPLEMENTATION/ACTION PLAN

Measurable Mathematics Goal:

In the spring of 2022 the percentage of all K – 5 students at benchmark, as measured by SBAC will increase & sustain to/at:

<u>Grade level- MATHEMATICS</u>	<u>Current % at benchmark (SBAC spring 2022)</u>	<u>(SBAC spring 2023)</u>	<u>(SBAC spring 2024)</u>	<u>Will increase to this % by May 30, 2025</u>
3 rd grade	44%			60%
4 th grade	33%			
5 th grade	35%			

<u>Strategy, Method, or Action</u> What will you do	<u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?	<u>Timeline</u> When will this strategy or action begin and end?	<u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?	<u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies to support mathematics					
<ol style="list-style-type: none"> Continue use of Bridges until newly adopted Mathematics program (Spring 2023) K – 5. Explore interventions for those students at risk of not meeting the standard at grade level and building wide. Implement interventions and refer students not responding to interventions to the SST Team. 	<p>All staff</p> <p>All staff</p> <p>Classroom teachers</p>	<p>Current school year</p> <p>Ongoing</p> <p>Ongoing</p>	<p>General fund \$ to purchase consumable student workbooks</p> <p>Teacher time</p> <p>Teacher & SST Team time</p>	<p>Program in place</p> <p>Interventions suggested & developed</p> <p>Interventions developed, shared at staff devel. Meeting & student success</p>	<p>Lesson Plans</p> <p>Interventions developed & ready to implement</p> <p>Curric. based assessments, week progress reports, report cards</p>
Professional Development To support reading: <ol style="list-style-type: none"> Devote 1 Staff Development day per month, for an after school session, specifically addressing Reading & Mathematics instruction curriculum, and achievement of students. 	All staff, w/ coordination by principal	Ongoing, once per month	Teacher time	Completion of meetings	Productive discussions & improved results

<p>2. Analyze classroom assessments results each unit to guide/suggest areas needing improvement.</p>	<p>All staff</p>	<p>Monthly</p>	<p>Teacher time</p>	<p>Data studied and further areas of focus identified</p>	<p>List of areas of focus Completed</p>
<p>3. Contract with newly adopted math curriculum</p>	<p>Loredo</p>	<p>Spring 23</p>	<p>Title 1A</p>	<p>Completed Days</p>	<p>Student Achievement</p>

Parent Involvement					
To support mathematics					
1. Include a mathematics section to the weekly Classroom Newsletters or strategies for helping students at home.	Classroom teachers	Weekly	Gen Fund Supply \$ for paper and c	Completed Newsletters	Parent feedback
2. Parents are encouraged to attend school math night.	All staff	Spring	ASB funds and Gen Supply	Attendance of event	Post survey for parents
3. Continue to encourage Parent Volunteers in the classrooms.	All staff	Ongoing	N/A	Volunteers participating	# of volunteers
4. Annual Parent Survey given each spring for feedback on Reading, Math, & communication.	Loredo	May of each year	Gen. Fund for treat for child who returns survey	Surveys sent home	# of surveys returned
5. Parent Teacher conferences 2x per year	Principal & classroom teachers	Nov. & May each year	Days designated in the calendar	Attendance at conferences	Roster from each teacher of who attended
Other: (please specify)					

Organization/Scheduling Strategies					
to support reading					
3. Continue to include uninterrupted blocks of time for Mathematics instruction in the schedule.	Principal	Aug. of each year	N/A	Completed Schedule	Ongoing

Climate/Behavior Strategies to support reading 1. Positive Behavior Supports system in place so behavior expectations are known and followed.	All staff with direction from PBIS Team	Ongoing	Staff time	System is in place	Positive behavior exhibited during Reading blocks of time
Other: (please specify) 1. Each year explore staffing to best meet the needs of the students with regard to paraprofessional & teacher FTE. & limited budget.	Title programs coordinator & building principal to with input from Site Council	Ongoing	Title 1A \$, Title 1C \$, & general fund \$	Data collected, staffing determined and recommendations for further improvements made	Student Achievement & personnel plan done

CULVER ELEMENTARY TITLE 1A SWP COMMUNICATION ACTION PLAN

Measurable Communication Goal:

Culver Elementary will increase 2-way parent communication at the classroom level and at the building level to include Class Dojo, Classtag, Parent Surveys, communication tips in monthly newsletters.

<u>Strategy, Method, or Action</u> What will you do	<u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?	<u>Timeline</u> When will this strategy or action begin and end?	<u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?	<u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Strategies					
1. All Classroom teachers will use ClassDojo or Classtag.	Maria B + Brouillard	Access to training	None except teacher time	All classrooms using Class Dojo or Classtag on a regular basis.	Principal will follow up and check.
2. We will survey parents on their opinions of our programs and other information..	Principal/Title 1A Coord.	Nov.	School Blackboard app. & other technology	Completed surveys	Analyze the results and make informed decisions about future
3. Every newsletter we will have encouragement about communicating with the school, classroom teacher, your student, etc.	Building Secretary & Principal	First week of every month	Paper costs	File of all newsletters	Principal review

--	--	--	--	--	--