

C-FC Schoolwide Plan 2024-25



Schoolwide Plan Outcomes from last year

Last year the C-FC school district was operating as a Targeted Assistance program. It was successful in serving 39 students in either a push in or pull out method depending on the students' needs. During 2023-24, we tried pushing into Kindergarten, First, Second, and Third Grade. Through collaboration the Title I Teacher worked with the classroom teachers to determine how to best help the students who needed it the most. Through this model we had 78.9 percent of first and second grade students score as strong decoders on a decoding assessment. The previous year we had 57 percent of first and second graders score as strong decoders on the same decoding assessment. From this experiment we determined that by the Title I teacher pushing into the classrooms it had a great effect on all of the students in supporting their learning.

We are currently implementing a MTSS (Multi Tiered System of Support) system at Cochrane Fountain City Elementary. Tier One is the universal classroom instruction. Tier Two is additional support that can be provided in addition to universal instruction with specific skills. Tier Three support focuses on closing significant gaps through direct, explicit and systematic instruction, this is in addition to universal instruction. We used student data from multiple sources to determine the support that our students need.

An additional change we made to our Title I services in 2023-2024 was inviting all of the elementary students to our Annual Literacy Night. In previous years, we had just invited students who the Title I teacher-served. At our Pirate themed Literacy night we had over 75 people attend as well as 20 volunteers to make the night successful! We sought feedback from anonymous parent surveys for families that attended the event to make the next literacy night even more successful!

We are excited to officially begin our first year as an Elementary Title I Schoolwide program to continue to help all students grow.

Needs Assessment Summary

During February 2024 all teachers participated in a Data Dig. Throughout this Data Dig, we examined school level data that was related to MAPs to determine trends. This helped teachers examine their chosen Essential Learning Outcomes to determine if they matched what the data showed. While we were looking at our data we wanted to see how we could help the most students and the conversation of Title I Schoolwide became an option. As an elementary staff we dug further to look at our Heggerty, Really Great Reading, Dibels and classroom formative and summative assessment scores to see trends and determine how we can make adjustments to help our students learn.

From that Data Dig we formed a team of the Elementary School Principal, School Psychologist, Classroom Teachers, Interventionists, Title I teacher and a CESA professional.

This team met in March of 2024 to learn more about schoolwide and how it could benefit all of our students. Through this process we also discovered the flexibility that a Schoolwide program would offer our students in getting their needs met. As we progressed throughout the meeting we narrowed down our focus to three possible ideas that included academic, social emotional and family engagement goals.

It was decided that the Elementary School Principal and Title I teacher would collaborate to write the Title I Schoolwide application that was due in May. If the application was approved they would work together over the summer to come up with a Title I Schoolwide goal and share with teachers and other stakeholders to get feedback.

SMART Goal(s) for the academic year

Specific, Measurable, Achievable, Relevant, and Time-Bound

By May 2025, 100% of K-2 students will meet proficiency as measured by Heggerty Phonemic Awareness Assessment.

Adult Practice Goal: Grade level teams will utilize the Professional Learning Community (PLC) process to drive instructional practices.

Kindergarten Heggerty Results

Total Students Assessed: 37

11 students tested below proficiency in Spring of 2024

First Grade Heggerty Results

Total Students Assessed: 33

28 students tested below proficiency in the Fall of 2023

16 students tested below proficiency in Spring of 2024

Second Grade Heggerty Results

Total Students Assessed: 41

33 students tested below proficiency in the Fall of 2023

12 students tested below proficiency in Spring of 2024

Description of Schoolwide Strategies to address the SMART Goal(s)

- CFC Elementary will implement scheduled push-in support (Resource Time) in ALL K-3 classrooms with interventionists.
- Interventionists will co-plan Resource Time in collaboration with the K-3 classroom teachers.
- Grade level teams will meet weekly to discuss Tier 1 instruction and alignment to Essential Learning Outcomes.

- In collaboration with the Reading Specialist and Interventionist, grade level teams will also make data based decisions to determine additional support and resources for the learners most at risk.
- Teachers will utilize the RtI Sheet to house student data. These RTI Sheets will be referenced for data-based decision making during grade level team meetings.

Description of Methods & Instructional Strategies

- All 4K-2 teachers will implement Heggerty Phonemic Awareness lessons in the classroom.
- Teachers will examine common formative assessment data, collaborate with colleagues, and adjust instruction as needed in order to improve student learning outcomes.

Definitions:

Collaboration is when educators work together to plan, teach, and support students in order to improve their learning and academic achievement

Co-planning is a process where teachers collaborate to develop lessons and assessments. They may also develop strategies and find materials to meet the needs of all students.

Data Based Decision Making is the process of using data to inform decisions about teaching and learning.

Push in is when the interventionist and other support personnel come into the classroom to provide support services and interventions determined by the classroom teachers through collaboration.

Benchmarks

What benchmarks are included to guide evaluation of the program?

How does the plan result in progress toward addressing the needs of the school (comprehensive needs assessment)?

Data will be looked at three times during the school year which coincide with our universal progress monitoring (September, January and May). Data will be analyzed within each grade level team. Collaborative meetings and changes to instruction and teacher practice will be based on this data analysis. Teams will report this during our October, January and May staff days or staff meetings.

To monitor the adult practice goal teams will look at their reflective data on their previous PLC notes and agendas to determine evidence of collaboration.

Highly Qualified

All teachers and paraprofessionals working with students at Cochrane-Fountain City Elementary are considered highly qualified.