

# Welcome to Linwood Elementary School!

A Distinguished  
Title I, School-Wide, Part A  
Educational Community



# What is Title I?

Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to states and school districts to meet the needs of educationally at-risk students.



The **goal** of Title I is to provide extra instructional services and activities which support students identified as failing or most at risk of failing the state's challenging performance standards in mathematics, reading and writing.



# What Will Title I Do For My Student?

The Title I program will provide your student with extra educational assistance beyond the regular classroom.

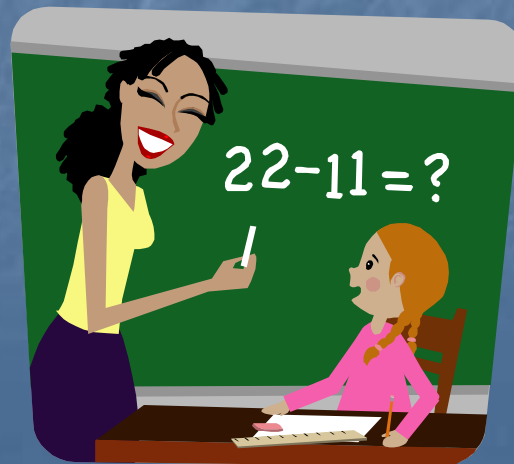
At Linwood some of the items supported by Title I include: Reading Intervention Teachers, a Reading Recovery Teacher, and Math Intervention Teachers; professional development opportunities for staff; family events; and curriculum materials used to help accelerate learning for students needing additional support.

# How Does Our School Receive Title I Money?

- **First, the federal government** provides funding to each state.
- **Then, each State Educational Agency** sends money to its school districts. How much money each school receives is determined by the number of low-income students attending that school.
- **Finally, Title I schools:**
  - Identify the students at their school who need the most educational assistance based on the criteria that school has chosen. Students do NOT have to be from low-income families to receive Title I services.
  - Set goals for improving the skills of educationally disadvantaged students at their school.
  - Measure student progress to determine the success of the Title I program for each student.
  - Develop programs for each individual student in order to support/supplement regular classroom instruction.

# Title I Programs Generally Offer...

- Extra time for teaching students the skills they need.
- A variety of teaching methods.
- An individualized program for students.
- Additional teaching materials which supplement a student's regular instruction.





# Parents

You can influence the success of your student in school more than any teacher or federal program. By becoming an active participant in the Title I parent involvement plan at your school, you will:

- Serve as a role model, showing your student that you support his/her education.
- Assure that you are aware of your student's educational progress; thereby demonstrating how important that progress is to you.
- Teach your student that your input at the school is appreciated and that you support its efforts.

# Parents



- **Research shows** that how well students do in school depends a great deal upon how much their parents get involved in their education. You can become more involved by:
  - Joining local and national school/parent organizations.
  - Supporting school extra-curricular activities.
  - Volunteering at the school.
  - Attending parent-teacher conferences.
  - Communicating with your student's teacher regularly, by writing notes, telephoning the school, etc..
  - Keeping your student's teacher informed about events in his or her life which may affect his/her performance at school.
  - Discussing with your student's teacher and parent organizations other ideas for parent involvement.
  - Actively discussing his/her school day each evening.
  - Making it a point to read together every day.



# School Improvement Plan

## Action Plan/Goal 1 : Social Emotional Learning

Strategy	<b>Action Steps</b> <ul style="list-style-type: none"><li>-Staff will be trained on Purposeful People curriculum and will implement SEL strategies daily during their morning SEL meeting time.</li><li>-Staff will make referrals through MTSS (CST) for students needing additional social or emotional support.</li></ul>
	<b>Professional Development</b> <ul style="list-style-type: none"><li>-Purposeful People curriculum training</li><li>-PBIS Team will share information, Year 6.</li><li>-PBIS Team will lead PD on Social Emotional Learning and provide staff with resources.</li></ul>

# School Improvement Plan

## Action Plan/Goal 2 :

Multi Tiered Systems & Support (MTSS)

PBIS & Restorative Practices

<b>Strategy</b>	<b>Action Steps</b> <ul style="list-style-type: none"><li>-MTSS/CST team meets twice a month to discuss student concerns and put an intervention plan in place for student success. Concerns addressed: Academic, social, emotional, or behavioral. Based on team recommendations students may be; added to the SLIC group, have a referral to the counselor or Mental Health Therapist or get layered supports inside the classroom.</li><li>-PBIS Team will share best practices during Professional Development sessions; this includes work around social/emotional learning.</li><li>-Restorative Practices fully implemented and all staff trained on how to help students problem solve through a restorative conversation. Posters posted and problem solving cards used throughout the school.</li></ul>
	<b>Professional Development</b> <ul style="list-style-type: none"><li>-Purposeful People curriculum training</li><li>-PBIS Team will share information, Year 6.</li><li>-PBIS Team will lead PD on Social Emotional Learning and provide staff with resources.</li></ul>

# School Improvement Plan

## Action Plan/Goal 3:

### AVID WICOR & Costa's Level of Thinking

Strategy	<p><b>Action Steps</b></p> <p>The AVID Site Team will meet monthly and plan for implementation of rigorous instruction using WICOR strategies across all content areas. A specific focus will be on Inquiry and Costa's Level of Thinking and Questioning.</p>
	<p><b>Professional Development</b></p> <ul style="list-style-type: none"><li>-AVID trainings around WICOR strategies</li><li>-AVID District WICOR trainings &amp; PD offerings</li><li>-AVID summer MegaPath</li><li>-AVID Weekly</li></ul>

# School Improvement Plan

## Action Plan/Goal 4: Culturally Responsive Teaching

### Strategy

### Action Steps

- Linwood staff will implement Culturally Responsive Teaching strategies from their completed WEA professional development trainings, Modules 1-4.
- Staff will participate in AVID CRT trainings.
- Staff will participate in additional professional development to enhance their understanding of equity, social justice, and social comprehension.
- Staff will implement strategies to teach students social comprehension
- Staff will use multi-cultural literature in their classrooms.
- Staff will utilize information gained from our book study using "Courageous Conversations About Race" to close the Opportunity Gap.
- Staff will meet with Student Leadership Group to increase student voice and collect input on equity issues.

### Professional Development

- WEA Culturally Responsive Training
- AVID training on Culturally Relevant Teaching strategies
- Book Study on "Being the Change."
- Completed book study on "Courageous Conversations About Race"

# School Improvement Plan

## Action Plan/Goal 5 : AVMR Implementation

Strategy 1	<b>Action Steps</b> Year 1: Staff Training, assessment plan, data talks, kits purchased. Year 2: Data talks, small group focus on differentiation, and collaboration Year 3: Data talks, refinement and extension of instructional practices for differentiation.
	<b>Professional Development</b> -PD schedule for training with district AVMR trainers. -Summer Institute training

# School Improvement Plan

## Action Plan/Goal 6:

### Technology Integration

Grades K-6; 100% of classrooms will use technology for learning

Strategy 1	<b>Action Steps</b> Staff will participate in technology integration training to learn how to utilize devices, software, and websites to engage students in learning. Continued training and supports will be offered throughout the year with a focus on district platforms: Microsoft Teams, Dreambox, Lexia, and Clever.
	<b>Professional Development</b> --Clever, Microsoft Teams, Lexia, Dreambox training

# School Improvement Plan

## Action Plan/Goal 7: Literacy & Math Interventions

<i>Strategy 1</i>	<b>Action Steps</b> <ul style="list-style-type: none"><li>-Students will receive differentiated instruction in the classroom in a small group or one on one during the Workshop Model.</li><li>-Students will receive Title I intervention with Reading and Math Interventionists based on data.</li><li>-Staff will engage in Data Informed Dialogues to identify students needing extra support and students needing academic enrichment.</li><li>-Data will be used to monitor student progress.</li></ul>
	<b>Professional Development</b> <ul style="list-style-type: none"><li>-Differentiated workshop model for literacy &amp; math.</li><li>-AVMR training, K-6</li><li>-GLAD</li><li>-Lexia</li><li>-Dreambox</li></ul>

# Parent Input

We thank you and appreciate your input on our SIP goals.



Questions?