

Title I
Schoolwide Plan
For Cycle 2
2014-15

Coronado Elementary School
St. Johns Unified School District
St. Johns, Arizona

Schoolwide Planning Team Members

Bryan Hollembeak, Principal, Title I Coordinator
Jenna Jarvis, Title I Reading Teacher
Meg Robertson, Teacher
Sandra Nielsen, Teacher
Veronica Lindsey, Parent
Monica Chavez, Parent

District Mission Statement

The vision and mission of the St. Johns Unified School District is to provide comprehensive, success-oriented learning activities for young people in our schools. These opportunities must be designed to develop the person's potential in the areas of academic ability and vocational awareness and skills, cultural appreciation, physical well-being, social development, and community contribution.

District Belief Statements

The beliefs of the District are outlined below:

Students

We believe

- Every student will be educated academically and socially so as to be a productive citizen.
- All students will have equal educational opportunities to achieve their individual potential.
- We have something to offer every student
- Each student is unique.
- Successful education depends on parental commitment to education.

Teachers

We believe

- Teachers are the foundation of a strong educational system.
- Teachers will maintain high expectations for themselves and their students.
- Teachers should serve as positive role models for students.
- Teachers will actively seek parent support and involvement.

Principals

We believe

- A principal is the instructional leader of the school.
- A principal is the facilitator for a positive learning environment.
- A principal actively seeks parent support and involvement.
- A principal serves as a liaison between school and community.
- A principal maintains high expectations for students and staff members.

Governing Board

We believe

- Students are the number-one priority.
- The Board conveys the educational needs and desires of the community to the District and establishes policies accordingly.
- The Board maintains high expectations for the District and themselves in working toward excellence.

Superintendent

We believe

- The Superintendent is the leader, implementer, and facilitator of a successful School District.
- The Superintendent promotes and upholds the positive educational climate of the School District.

Management Principles

We believe

- In human beings as the single most important element in all transactions.
- In behaving with uncompromising honesty and integrity.
- In challenging people to experience their full potential so each individual contributes to educational excellence.
- In reaching quality decisions through the involvement of people.
- In establishing priorities that respond to the needs of our students, staff members, and community, and serve as the driving force behind all of our actions.
- In focusing on excellence in everything we do.

Coronado Elementary School Academic Goal Statements

1. Academic Goal: Coronado Elementary School students will decode words using knowledge of phonics, syllabication, and other word parts.
 - Objective 1: Students will decode regularly spelled two syllable words fluently by applying the most common letter-sound for single letters, consonant blends, consonant digraphs, and vowel digraphs, and diphthongs.
2. Academic Goal: Coronado Elementary School students will improve in reading comprehension.
 - Objective 1: Students will use a variety of reading strategies to improve reading fluency and comprehension.
3. Academic Goal: Coronado Elementary School students will read fluently.
 - Objective 1: Students will consistently read grade-level texts with at least 90% accuracy.
4. Academic Goal: Coronado Elementary School students will know their math facts fluently.
 - Objective 1: Students will consistently know their grade level math facts with at least 80% accuracy.

Overview: Demographic

Coronado Elementary School is a K-3 school that enrolls 233 students and has 58% of the student body on free/reduced lunch count. The schools ethnic composition is 20.1% Hispanic, 12% Native American, .4% Asian/Pacific Islander, .8% Black, and 66.5% White. The school is 50.2% male and 49.8% female. The staff consists one principal, 16

certified staff, and 12 FTE instructional assistants. Coronado Elementary School is the only K-3 school in the district and is located in the town of St. Johns, AZ.

Plan Structure

1. Implementation of a comprehensive plan for reforming the total instructional program (core academic subjects) based on the results of a comprehensive needs assessment.

The school utilizes various assessments to identify critical academic needs for its students. The school utilizes normed and criterion referenced disaggregated and trended data.

1. AIMS 3: Annual administration – both normed and criterion referenced / Reading and Mathematics / grade 3
2. DIBELS: Criterion referenced / Reading / grades K-3
3. Grade level 9 week benchmark assessment instruments using Galileo (ATI) for grades 2-3 for Math and English Language Arts.
4. Formative tests from Beyond Textbooks, also assessments designed by staff / Criterion referenced / Grades K-3
5. AZELLA: Students identified for testing from the Home Language Surveys and PHLOTE forms completed when a student registers for school / grades K-3
6. Implementation of the Excellence in Writing grades K-3.

Data from the AIMS/Stanford 10 + Grade level data, utilized in conjunction with other data to assure that solid data is available to serve as a guideline for student assessment and placement. From this data analysis, the school has identified the top critical academic needs to be Reading, Math and Writing, as noted in the site goals (above). The reform strategies, based on this data, centers on selecting programs and strategies based on scientifically based research as defined in Title IIA of the No Child left Behind Act of 2001 (NCLB), and the use of Arizona College and Career Readiness Standards.

The school utilizes the following programs to enhance its goals:

- Beyond Textbooks
- Galileo
- Harcourt Trophies Reading Program a SBRR reading program
- Phonics for Reading a SBRR intervention program
- Excellence in Writing program
- DIBELS
- Title I Reading (students identified, to begin with, in bottom 1/3 of reading based on DIBELS scores, below the 40th percentile from TerraNova, teacher recommendation, FFB/A on AIMS, etc.)
- Sheltered English Immersion (SEI) strategies
- Arizona College and Career Readiness State Standards

2. High Quality Professional Development for all instructional staff so that each instructor is able to implement strategies required by the school reform model selected.

Professional Development at the school is centered on three goals, driven by on-going data analysis, specifically related to the site and the district's Professional Development Plan.

- a. All 3rd grade students will perform at the “meets expectations” level of the reading, writing and mathematics component of AIMS or other state adopted Math test by the end of the school year as measured by the annual spring administration of the AIMS or other state adopted Reading test to show incremental growth towards the goal.
- b. All school staff will implement – in their respective classrooms – identifiable differentiated instructional strategies to increase student achievement in the core academic areas as assessed by: annual AIMS or other adopted state test scores/Stanford 10 tests.
- c. Each teacher will develop individual goals based on the assessment of school and individual classroom data in the core academic areas in order to increase student achievement.

These goals provide the structure for professional development for the teacher and for the school. Professional development is embedded into the school day during the common planning time as well as flexible early release days granted by the district. The staff is also encouraged to attend out-of-district professional development or utilize the workshops offered at school sites.

3. Highly qualified teachers in all core content area classes as a result of the implementation of effective strategies and incentives to attract and retain such teachers.

Highly qualified teachers are employed at the school. This is assured by the hiring and screening of the successful candidates, ensuring that they meet the “Highly Qualified “ definition(s) from the No Child left Behind Act of 2001 (NCLB) and from the Arizona Department of Education. The school, as per district policy and per federal mandates and part of recruitment will pay for certificates/endorsements in identified high need areas and/or to ensure that the staff member is highly qualified. The school also utilizes district professional development incentives to assure continued growth of staff that includes - and is not limited to - such concepts as certificates to aid in certificate renewal for in-district/out-of-district trainings. The school also utilizes district professional development to assure continued growth of staff.

4. Activities and programs at the school level for students having difficulty mastering proficient and advanced levels of academic standards.

The reading program will be structured in a Tiered level support system. Ongoing data collection of assessments of students' progress will drive the instructional practices and instructional decisions. Math will also be structured in a Tiered level support system with weekly formative assessments being used to Enrich or Re-teach students. Students at the school who have difficulty mastering proficient or advanced levels of academic standards are served as teachers use a modality of teaching techniques to insure proficiency. A Reading Teacher is available at the school and provides remediated reading in a push in/pull-out program, provides services to the regular classroom teacher to assist in a skills-based inclusion model for reading remediation through the use of classroom aides, and works in cooperation with the Special Education resource teachers and English Language Learner teachers to assure that the needs of the Special Education and ELL students are met. Mathematics and /or Reading/Writing remediation for Special Education students are met through a skills based inclusion model and through mandates as defined in the respective student's Individualized Educational Plan (IEP). Defined English Language Learner students receive supplemental instruction if their respective state defined AZELLA combined score is less than at the proficient level. Title I students receive assistance through re-teaching in the classroom and in small groups along with one or more of the following on an "as needed basis".

5. Opportunities and expectations for teachers to be included in the decision-making related to the use of academic assessment results leading to the improvement of student achievement.

Teachers at the school utilize various strategies of data assessment from criterion and norm-referenced sources, as well as written and oral teacher input, to assure data is used for academic assessment of the student and to ensure proper placement. Under the direction of the Principal, the teacher is responsible for assessing student data to ensure that correct instructional strategies are utilized to help the student progress. Among the methodologies utilized for assessment are student study teams, data review meetings to look at schoolwide and individual student data, Title I Parent meetings to get parent input into the placement process, Site Council and periodic staff meetings to ensure cross-curricular strategies.

6. Opportunities for parents to be actively and meaningfully involved in the major decisions concerning all aspects of the schoolwide Title I program related to policy and procedures, as well as all other areas of parental involvement.

Board adopted Parent Involvement Policy and Parent Compact are used to ensure effective parental involvement.

7. Provides programs and resources for students transitioning from one level of education to another, such as pre-school to kindergarten, elementary to middle school, middle to high school, etc.

Coronado works closely with the Headstart program in St. Johns. Coronado staff help develop IEP's and services for students with special needs. Child Find is conducted bi-annually by the Coronado staff and Special Services department. Teachers from Headstart meet twice a year with Kindergarten teachers and the principal to discuss curriculum and instruction and transition services. Students from Headstart do tours of Coronado twice a year. One tour is of the school and facilities and the other tour the Headstart students go into the kindergarten classrooms and meet the teachers and participate in kindergarten activities. Headstart student also tour the busses and meet the bus drivers.

There are a variety of items we utilize at Coronado to assist students in 3rd grade with transition to 4th grade at St. Johns Middle School. Some of these programs are:

- a. Students visit the St. Johns Middle School campus, take a tour, meet the principal and teachers.
- b. Peer Q & A time
- c. Students participate in the student council elections
- d. Teachers introduce the different learning programs in 4th grade.

8. Provides a schoolwide budget that includes a budget narrative that demonstrates the coordination and integration of federal; state, and local funds and resources such as in-kind services and program components.

The school, under the direction of the Principal, coordinates various funding streams including Title IA, Title IIA, Early Childhood Block Grant, IDEA Basic Grant, as well as site based Maintenance/ Operation and Capital funds. The budget is created annually with input from the school for specific needs, based on data analysis. District M&O and Capital funds are coordinated, too, through the District Business Manager's office. Every two years a comparability report is completed to ensure that federal and state funds are expended equitably.

9. Provides for a schoolwide support team which includes representatives of all appropriate stakeholders; i.e. students (where appropriate), administrators, parents, and community members, as well as an objective outside facilitator.

The school team consists of the Reading Specialist, teachers, and parents, and the principal (Superintendent when requested by the TEAM). The team meets annually and at other times, as needed.

10. Plan Development: Each schoolwide plan in the LEA:

During the 2013-14 school year the groundwork was laid to have Coronado Elementary School move from a Targeted Assisted to a Schoolwide Title I program. One of the factors that weighed heavily in this decision was the Targeted Scores on the AIMS test a student would have to reach in order to pass the new state test in 2015. While an average of 87% our students were passing the math and reading AIMS test, only a third of those met the Targeted Score for the new test. With the added flexibility of serving all students, with the Title I funds the district and school has moved in this direction.

Upon completion of the final draft of the plan in September 2014, the plan will go in front of the LEA's school board for approval. The new plans will go into effect at the respective sites and be modified annually, based upon analysis of test data, budget needs, etc. The plan will be given to each teacher in hard copy, posted to the district website, and available to parents at the annual Title I meetings and/or upon request. District translators and other languages, as indicated by PHLOTE and Home Language Surveys, will translate the final documents into the language of need.