

**Freedom Elementary School Schoolwide Title I Plan**  
**2017-2018**

The purpose of this plan is to address the eight components necessary for the formulation of a Schoolwide plan outlining federal requirements for Title I funds. Each component addresses specific requirements for a Title I Schoolwide plan.

**Comprehensive needs assessment**

A needs assessment was completed in the spring of 2017. Students will continue to be supported by a Multi-Tiered system of Support in reading and math. 2016-17 was the first year for gathering student achievement data via STAR. Student achievement be reviewed and monitored through bi-weekly CPT meetings. Individual student growth will be charted to determine the effectiveness of targeted interventions. Students below the 75th percentile will increase in reading and/or math. Increases in achievement will be supported by school, community, and family interactions, consistent leadership. Migratory and homeless children are included in all areas of programming at Freedom Elementary and funding will be requested through Title I based on current up to date data on a yearly basis. Through the Homeless Liaison appropriate data will be shared with the Title I Project Coordinator.

**Specific strategies**

- The Common Core Standards are used as the standards for Freedom Elementary School. The programs that are used to teach these standards follow the Common Core.
- Freedom School uses the Reader's Workshop Model by Lucy Calkins and The Teacher's College which is a researched based reading program in grades K-6.
- The Primary and Intermediate instructional Teams are comprised of each grade level teacher, special education teacher, Title I teacher, Reading Specialist, and Principal. These teams will develop instructional strategies aligned to the Common Core standards and monitor the progress of student achievement. Instructional strategies will be modified or changed by the teams based on student data.
- Instructional support groups will be established for specific skilled based need and, as warranted, students will participate in an extra ½ hour of instruction 4-5 days a week.

**Effective instructional practices**

All children should be held to high academic standards. To ensure this, the Freedom Elementary School academic program is continually evaluated, revised, and enhanced to allow all children to reach their fullest potential. The Common Core State Standards and other appropriate resources as designated by the learning community, will guide instruction. The instructional team will work together to build consistent strategies and programs across and between grade levels that meet the varying needs of the children. Students will develop skills, such as critical and analytical thinking, that will empower them to pursue learning independently beyond the classroom.

Children learn best in a nurturing yet challenging environment – a strength of Freedom Elementary School. Teachers and staff members must be able to understand and respond to each child's academic and emotional uniqueness. The school will challenge students to reach high standards within a positive learning community. To this end, the Freedom School District is committed to maintaining strong positive relationships, providing materials and using instructional strategies that are research based and current, ensuring appropriate access to technology, and supporting continued professional development. In the Freedom School learning community, each member is responsible for the success of the others. Students, parents, teachers, staff members and administrators will respect each other and themselves, live by the school's rules, work cooperatively, use self-knowledge for change, challenge themselves, and appreciate the ideas and experiences of others.

Students and staff performance will be measured and assessed in a variety of ways that are efficient, relevant, and appropriate. The most powerful use of assessment is to improve curriculum and instruction so that all children are able to reach high standards.

### **Family and Community involvement**

Freedom Elementary School has a goal of building strong partnerships. The school's responsibilities to parents include clearly explaining what is to be learned and how children are progressing as well as assisting parents as they support children's learning at home.

Parents' responsibilities to the school include making sure children come to school every day on time and ready to learn. Parents should actively support children's learning in all parts of their lives. The school encourages parents to participate in their children's school experience by attending school events, participating in decision-making, and volunteering.

Freedom Elementary School has traditionally enjoyed the strong support of the community at large. The school will continue to build that relationship by listening to community opinion, accessing community resources, answering questions, and encouraging the community to learn about the school's mission, goals, and programs. The school recognizes that it is a part of a larger community with many diverse needs and that it must be responsive to these as the town continues to grow and thrive.

## **Professional Development Program**

Professional development and continued training for all staff will be linked to the mission statement, vision statements, and Schoolwide action plan. All professional development plans will be monitored by the principal and SAU staff. Curriculum development, continued training, coaching, and mentoring for core programs in reading, math, data analysis, and the utilization of Professional Learning Communities will be used to better serve students. Performance data will be analyzed to guide future instruction and professional development needs. FES's professional development plan is aligned to the instructional program, research-based practices, and SAU 13 initiatives to increase student achievement.

## **Preschool Transition**

The kindergarten teacher meets with the preschool staff in the spring to assist with the transition of the students from Preschool to Kindergarten. Students and parents participate in the kindergarten registration process which includes informal assessments in the areas of academics, speech, and motor skills. This data is used to prepare for incoming student needs.

## **Highly Qualified Staff**

All staff at Freedom Elementary School are Highly Qualified

## **Extended Learning Opportunities**

- The Tin Mountain Environmental Program is offered to 3rd graders once a week throughout the school year. In addition the Tin Mountain program is offered to the other grades to supplement thematic units being taught.
- The Freedom Public Library coordinates with the school and classes have a supplemental library class given by the Town Librarian on a regular basis.
- Enterprise City is a state-wide curriculum based economics experience offered to grade 6 students.
- The Gardening Program is a program that all students participate in, and is integrated into the classroom curriculum. All classes are provided with planting materials and a section of the school garden is designated for each class. Volunteers from the community assist and organize this program.

- An instructional support program will be established for each grade level and will provide an additional ½ hour of instructional support in reading and/or math. Assessment data will be analyzed to determine students who are in need of additional instruction. Programs or strategies will be selected to best meet the needs of these students. Flexible groupings will allow for changes to be made to groups on an as needed basis. As a Schoolwide Title I School all children will be eligible for help and supplemental instruction can be provided immediately after a need is determined.
- School Board meetings minutes are placed on the website for parents and the community to view.
- Resources for parents and students are posted on the website