

2022 - 2023 School Year

Title I Building-Level

Programming Plan and Goals

A. Instructional Program

1. Describe how your Title I program will provide opportunities for all students to meet the state's proficient and advanced levels of academic achievement.

Lowell teachers will continue with a strong focus on instructional clarity in reading and math instruction. Teachers will work in collaborative teams to clearly identify student learning intentions and success criteria, and will use high quality assessments to deliver instruction so all students can achieve at high levels. We will use instructional rounds and targeted PD focused on teacher clarity to ensure all students can answer the following questions: What am I learning? How am I going to learn it? And where will my learning take me next?

In addition to a strong focus on instructional clarity, we will also focus on instructional routines that accelerate learning by using John Hattie's list of high impact strategies and matching these strategies to the surface, deep, and transfer learning activities that will most accelerate student learning at all levels. We will intentionally design lessons to incorporate high impact instructional strategies that will increase student engagement and learning, as well as student-centered assessment.

All classrooms will continue to implement Leader in Me (LIM) Social Emotional Learning (SEL) lessons during a required morning circle. All classrooms will have a 15 minute morning circle to implement SEL/LIM lessons and to allow time for students and teachers to have a daily check-in. Classrooms will also end the day with a closing circle.

Our Lighthouse Team (guiding coalition) worked with our Leader In Me coach to identify the following areas of focus for our action teams which will align our title one goals from above to our action team impact cycles:

- Academic: Instructional Efficacy
- Leadership: Family Engagement
- Culture: School Belonging

2. Describe how your Title I program will use effective methods and instructional strategies that are based on scientifically based research to strengthen the core academic program, increase the amount and quality of learning time that provides an enriched and accelerated curriculum, and works toward high school graduation requirements.

John Hattie's research has found Teacher Clarity has an effect size of .75. By continuing our PD and collaborative work around Teacher Clarity in instruction and assessment, we can continue to accelerate student learning as much as 1.5 years in 1 years time. We will also use Hattie's most recent list of High Impact instructional strategies to intentionally plan lessons by matching instructional strategies to the level of learning. For example, in surface learning, mnemonics are a strategy with high impact. In the deep learning level, collaborative strategies such as a jigsaw will have a greater impact on learning.

We will use technology to enhance our learning intentions and success criteria by maintaining access to technology in all classrooms. Each classroom has an interactive flat panel that provides opportunities for students to share their mathematical reasoning and illustrate their learning. Focusing on academic discourse through the use of technology ties closely to our language, speaking and listening, and math standards which can be integrated across subject areas.

Lowell will continue to grow a literacy rich school environment by building robust classroom libraries throughout the school. Research has also shown that students attending schools with literacy rich classrooms achieved at higher levels than students in classrooms with limited access to texts. Research has also shown that many low income schools have less access to print rich environments than higher SES schools. We will continue to grow our literacy rich environment by increasing student access to texts. Lowell will also focus on family engagement plans that will help families access books to read at home.

3. SCHOOLWIDE PROGRAM: Describe how your Title I program will include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the state standards and/or graduation requirements who are members of the target population of any programs included in the schoolwide plan, or are members of historically underserved populations.

Lowell uses a Response to Intervention (RTI) system to target student instruction so students can achieve at high levels. With our focus on teacher clarity, grade level PLCs will use district power standards to identify success criteria at all three levels of learning: Surface, Deep and Transfer. With targeted assessments, teacher teams will identify student learning levels and target instruction to ensure all students learn grade level standards. Students performing below level, will receive additional time and support from our title one intervention staff during WIN time and Daily 5 instructional rounds to ensure they can master grade level success criteria and foundational skills.

We will use MTSS teams to monitor school-wide data and individual students who are not meeting grade level expectations. The Student Assistance Team will meet weekly to review student data and to help teacher teams problem solve to accelerate student learning.

Our K-2 team will also work to apply the work of Davild Kilpatrick and the science of reading to our early literacy instruction and interventions. All K-2 students will be

screened in phonemic awareness and students scoring below grade level will receive daily practice with Phonemic Awareness activities identified in the *Equipped for Reading Success* intervention.

4. Describe how your Title I program will provide instruction by highly qualified professional staff (see the ESSA definition for highly qualified teachers and para-educators).

All Lowell certified staff are highly qualified. Our title one budget provides one FTE of instructional support and .5 FTE of para professional support to provide a double dose of instruction focused on the success criteria identified by school teams. We have also increased the FTE of our music and PE teachers to add 1.5 more hours each of intervention time to provide a triple dose of academic interventions for students at tiers 2-3. The addition of a 7 hour/day social worker provides students with additional wrap around services including, but not limited to, SEL support.

We will continue to use title one funds to provide professional development opportunities focused on Teacher Clarity, Leader In Me, and high quality teaching practices for staff members.

5. Describe how your Title I program will provide timely, effective assistance to students who experience difficulty in meeting the state's standards; including taking specific steps to involve parents in helping their children meet the standards.

We will use success criteria and targeted assessments to be responsive to student instructional needs. Our PLCs will meet weekly and our MTSS teams at least twice per month to look at student progress towards grade level success criteria. Students not meeting proficiency will get second and third doses of instruction to help all students reach proficiency.

We also have a Student Assistance Team (SAT) process as part of our RTI model that allows teachers to access our Tier 2 and 3 problem solving teams to develop academic action plans for students performing below level. Parents will be invited to participate in these problem solving meetings.

Our teachers will also deepen their knowledge of the PLC+ Framework and apply this knowledge to improve collaboration and shared planning at each grade level and across grade bands.

To increase parent involvement, we will continue to host monthly parent engagement evenings and content-focused luncheons. These events will be focused on providing materials and activities for families to work on academic and SEL skills at home.

PARTS B & C BELOW ARE NECESSARY ONLY IF YOU ARE A SCHOOLWIDE TITLE I PROGRAM.

B. Funding Sources ~ (see below to choose ones you use and delete on your Building Plan/Goals which ones you do not use)

List all federal and state sources of funds allocated to this schoolwide program. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart below.

Please choose the ones you utilize for your Building and delete the ones you do not utilize.

All Title I Elementary and High Schools will receive the following funding from Federal and State sources:

- Title II-A
- Title VI
- IDEA-Part B

State Funding for all schools in the District will also receive Gifted and Talented funding.

Title III is funded for the entire district as a whole and is used to ID students in the district and is not dependent upon the school they attend.

McKinney Vento and N&D Set Asides are used for Title I schools for school supplies, gas cards, mileage reimbursement and transportation for participation in before-and after-school academic support events for family engagement as well as parent/student academically focused events.

Principal

Date

Title I Federal Coordinator

Date

Federal Title Director

Date