

Banks Elementary Title I-A Schoolwide Plan

2023-2024

Demographics

Banks Elementary School currently has 453 students in grades K-5; 230 females and 223 males. 84% of our students are White, 10% Hispanic, 2% Multi-Racial, 1% Asian and less than 1% each of Alaskan/Native American, African-American, or Native Hawaiian/Pacific Islander. The percentage of Hispanic students has increased by about 2% since 2019-2020 while all other races remain below 1%. We utilized a curriculum that incorporates diverse perspectives and teachers use teaching strategies that recognize and value the cultural backgrounds of all students, which helps make the curriculum more relevant and engaging for students from diverse backgrounds. We also develop individualized plans for students who need additional support, taking into account their unique learning needs and circumstances. This can help close achievement gaps and ensure that all students have the opportunity to succeed. We have a Family Engagement Manager who engages our Latino community, ensuring all correspondence home is translated into Spanish and that all families are aware of upcoming school events and important dates to remember.

Analyzing Data

We examine data from the universal screener, DIBELS 8th edition, which is conducted for all students in grades K-5. Progress monitoring is conducted regularly and consistently for all students receiving Title I services. Intervention data is tracked and intervention programs target the lagging skills students demonstrate with progress monitoring and regular assessments. Students who are not making adequate growth within the intervention will receive an alternative intervention. Students who meet and maintain their growth goals transition out of receiving Title services.

Student Strengths and Needs

In looking at our universal screening data several areas of strength and weaknesses appeared. Our kindergarten and first grade students showed the majority of students were on level for phonemic awareness. This tells us that the majority of students have the most foundational skill for learning to read. Both grades did show a weakness in phonics skills such as letter sound correspondence and nonsense word fluency. The second and third grade students all showed weakness in reading fluency with strengths in decoding skills. Fourth and fifth grade students' strength was reading fluency words per minute and accuracy, but struggled with the MAZE comprehension test.

Some barriers to the weaknesses in students' scores could be due to some behavioral issues in the classroom, which has led to the implementation of our SEL curriculum, as well as student attendance concerns.

[Amplify Report](#)

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Parent Engagement

We are in the process of developing a parent advisory committee to help review the Title I plan and provide feedback and give input on the plan beginning in the spring of 2024.

School Goals

1. We will increase reading proficiency at all grade levels by 8%-12%, depending on grade level by doing the following activities:
 - Conduct regular assessments to identify students' academic strengths and areas needing improvement.
 - Implement targeted interventions, such as small-group instruction and personalized learning plans, to address specific academic challenges.
 - Provide professional development for teachers on evidence-based instructional strategies aligned with state standards.
 - Sustain using our current system for tracking and analyzing student progress, adjusting instructional approaches accordingly.
 - Engage families in academic support by providing resources and regular communication about student performance.

We will use the following measures to evaluate the effectiveness of each activity:

- Diagnostic and benchmark assessments throughout the school year. Progress monitoring on a regular schedule.

2. We will Implement a standard of practice using an explicit vocabulary routine in all grade levels and for multiple subjects by doing the following activities:
 - Provide professional development on the specific 4-step vocabulary routine.
 - Provide teachers with planning time for preparing to implement the new routine.
 - Ensure teachers have the resources necessary to do the routine.
 - Conduct observations to provide feedback for teachers on their implementation of the explicit vocabulary routine.

We will use the following measures to evaluate the effectiveness of each activity:

- Use benchmark assessments to analyze the vocabulary scores and compare them to previous benchmark assessments.
- Teachers will also use formative and summative vocabulary assessments to assess student learning and growth.

Professional Development:

- Each grade level will receive one half day for professional learning on the vocabulary routine as well as planning time during PLC's.

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3. All students will receive 30 minutes each day of social emotional learning using the Character Strong curriculum to decrease the number of behavior referrals.

We will do the following activities to meet this goal:

- Provide planning time for teachers.
- Conduct classroom observations during the SEL block.
- Analyze student behavior data each month with the PBIS team.

We will use the following measures to evaluate the effectiveness of each activity:

- Utilize the Tier 2 Character Strong universal screener. Utilize
- SWIS data to analyze student behavior data.

Professional Development:

- Participate in Character Strong training with the NWRESA.
- Our school Behavior Specialist will attend training on the new Tier 2 program.

Family Engagement:

How do we communicate about opportunities for family involvement in school activities?

- Title I information is available to our families during our annual Open House in August. Communication about opportunities for family involvement is provided via emails, social media, and flyers that are sent home with students.

How are student/family compacts discussed with families and students?

- Each year a Title I informational sheet is provided at our Open House and also sent home with students that discusses the family compacts and the reasoning behind them.
- Compacts are also provided at our Open House in August and are also sent home with students the first week of school. Compacts returned to school are collected and filed.

What are the strategies we use to help families support their student's learning?

- We provide reading newsletters every month with ideas of activities families can do at home to improve reading skills. Progress reports and assessment data are shared with families during parent/teacher conferences as well as other times throughout the school year.

What are the steps the school takes to remove barriers to participation?

- We ensure any materials sent home are translated and interpreters are provided during meetings and events to help overcome language barriers. This ensures that information is accessible to parents and guardians with limited English proficiency.

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- We schedule meetings at different times of the day in order to accommodate parents with different work schedules. Virtual meetings or conference calls can also be utilized for those unable to attend in person.
- We have established regular communication channels, such as newsletters, emails, and parent-teacher conferences, which provides ongoing opportunities for parents to stay informed about their child's progress and the school's activities.
- We organize events that celebrate diversity and inclusivity in order to create a welcoming atmosphere for all families. We also have community events in our building.
- Volunteers are welcomed and encouraged to be a part of our school on a regular basis. Volunteers help teachers in the classroom, library, as well as school and community events.
- We encourage parent/guardian feedback by utilizing surveys.
- We also offer options for financial support for school-related expenses, such as field trips, school supplies, and extracurricular activities.
- All information that is sent home is shared in English and Spanish. We have a family engagement manager who communicates with all of our Latino families to ensure they have the same information and opportunities as the rest of our families.
- We also will partner with high school students who need community service hours and they will provide child care during any parent meetings.