

Title I Schoolwide Plan 2014-2015

- Review the Title I Schoolwide Plans to ensure that all ten components and requirements have been met. The LEA is responsible for approval of each schoolwide building plan.
- Upload this completed plan for each Title I schoolwide building at the Iowa Department of Education Title I Application site – Schoolwide Operating Programs screen.
- Plans are due September 15.

Date	9/8/14
District Name	Cedar Rapids Community Schools
School Name	Garfield Elementary
Building Grades	AK-5
Building Principal	Joy Long

Schoolwide Program Planning & Review Team (Required) This team is responsible for planning, developing, revising, and evaluating the schoolwide plan. The team does not need to be named "Schoolwide Team," but may be a part of an existing leadership or building team. Representation should include building administration, teaching staff, and parents.	List members' names and titles. This committee <u>must include parent representation</u> for this specific building.	
	Name	Title
	Example: Pat Edwards	Third Grade Teacher
	Joy Long	Principal
	Karen Wildhagen	Instructional Design Strategist
	Laurie Moody	Counselor
	Gretchen Lawyer	Title 1 Teacher
	Cherien Kimball	Kindergarten Teacher
	Brooke Speraw	4/5 Teacher
	Joslin Hanna	Special Education Facilitator
	Stephanie Hoge	Parent
Dates this team will meet during 2014-2015	(Example: Sept 20, Nov 13, Feb 12, May 10)	

§1114(b) TEN COMPONENTS OF A SCHOOLWIDE PROGRAM

Component 1

§1114(b)(1)(A) A COMPREHENSIVE NEEDS ASSESSMENT of the entire school

- Provide a brief description of the school, attendance area, and surrounding community.
- Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, homeless, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.
- Summarize strengths and needs of the school's current educational program.
- As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year of the schoolwide plan.

Garfield Elementary School is a neighborhood school and serves 280 Alternative kindergarten through fifth grade students. Our attendance area is in the northeast portion of Cedar Rapids. Within the attendance area, we have moderate income and low income housing, rentals and apartments. The student population is 78% free and reduced lunch and 39% minority. We have continual enrollment fluctuations throughout the year due to mobility.

During the 2013-2014 school year, the BLT comprised of certified staff members, analyzed District assessment data, ITBS, Macmillan reading data, and PREP K, PREP 1, PREP 2 data, district Kindergarten Assessment data, and Social Emotional Behavior data. Following a thorough review of the data using the Schools In Need of Assistance data analysis process, the BLT identified strength and need areas in Reading, Math, and SEB.

In the area of reading, the data indicated the students had skill deficits in the area of comprehension, specifically in identifying key ideas and details and summarizing.

- Teachers will continue to identify and refine power standards in the area of reading that will be the focus of 8-12 week teaching cycles. They will develop a summative assessment, set proficiency, scaffold the requisite skills for the power standard and identify formative assessments to measure growth toward mastery of the power standard. This work began during preservice and will continue during weekly PLC meetings.
- Teachers will create a template that students will use to identify where they fall on the scaffold so that they understand what skills they still need to learn in order to be proficient on the summative assessment.
- Regular analysis of formative assessment data will be conducted during PLC's in order to monitor progress toward achieving the goal of improving this skill deficit.

In addition, the data indicated that students at all grade levels continue to have difficulty thinking critically and responding to literature through writing. In addition, through a staff self-reflection process, teachers identified that Garfield needed to focus on the Characteristic of Effective Instruction of Teaching for Understanding. As a result, the following actions will be taken to improve this skill deficit.

- Professional Development in the area of Teaching for Understanding and Webb's Depth of Knowledge will be provided throughout the year. Teachers will implement specific question stems aimed at expecting students to use higher order thinking skills related to DOK Level 3 question types. Teachers will implement the use of 2 question stems during 6 week cycles throughout the school year. Implementation will be monitored through principal and instructional design strategist observations and co-planning as well as PD agendas.
- Explicit instruction in questioning and writing responses will be planned and delivered and monitored by the instructional coach and principal.

In the area of Math, the data indicated that students had skill deficits in the area of Number and Operations and Problem Solving Strategies. As a result, the following actions will be taken to improve this skill deficit.

- Teachers will continue to identify and refine power standards in the area of reading that will be the focus of 8-12 week teaching cycles. They will develop a summative assessment, set proficiency, scaffold the requisite skills for the power standard and identify formative assessments to measure growth toward mastery of the power standard. This work began during preservice and will continue during weekly PLC meetings.
- Teachers will create a template that students will use to identify where they fall on the

scaffold so that they understand what skills they still need to learn in order to be proficient on the summative assessment.

- Regular analysis of formative assessment data will be conducted during PLC's in order to monitor progress toward achieving the goal of improving this skill deficit.
- Teaching for Understanding and Webb's Depth of Knowledge PD will be implemented in the area of Math which will require teachers to use DOK Level 3 questions stems in their delivery of instruction.

In the area of Social Emotional Behavioral, the data indicated that students at Garfield did improve in attendance over the previous year. However attendance remains an area of concern. In addition, Office Referral Data indicates that students at Garfield engage in excessive aggressive behaviors with these behaviors accounting for an average of .40 referrals per day. As a result, the following actions will be taken to improve these deficits.

- Attendance will be improved through the use of parent education, student education and goal setting, and incentives.
- Positive Behavior Supports has been implemented in the common areas and will be extended to the classroom. Buddy classrooms will be utilized to provide students an avenue for refocusing their behavior in order to reenter class as quickly as possible.
- Garfield staff will be trained and will implement Zones of Regulation school-wide in order to teach students to recognize their feelings and plan for appropriate responses and self-regulate their behavior.
- A student support center has been created which will serve as a location where students can go to calm, refocus or work on social skills.

Component 2

§1114(b)(1)(B) SCHOOLWIDE REFORM STRATEGIES

- Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.
- Use effective methods and instructional strategies that are based on scientifically based research that -
 - -strengthen the core academic program
 - -increase the amount of learning time (extended school year, before- and after-school and summer programs and opportunities)
 - -help provide an enriched and accelerated curriculum
 - -include strategies for serving underserved populations
 - -include strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards;
 - -address how the school will determine if those needs of the children have been met
 - -are consistent with and are designed to implement state/ local improvement plans.

A. provide opportunities for all children to meet proficient and advanced levels of academic achievement

The ongoing use of formative and summative assessments for each power standard; Fountas and Pinnell diagnostic assessment, and DIBELS assessments help to assess each student's level of progress. Formative assessment data is collected and studied frequently to help make instructional decisions regarding the learning of individual students. The use of flexible groupings helps to meet the many and varied academic needs of students. Systematic data analysis has assisted teachers in determining appropriate instruction for their students as well as the need for supplemental instruction. In addition the FAST assessment will be utilized as a screening tool to identify students significantly below proficiency and to progress monitor these students to monitor growth towards reaching proficiency

B. use methods and instructional strategies based on scientifically based research that strengthen the core academic program, increase the amount and quality of learning time, and include strategies for meeting the needs of historically underserved populations.

In addition to the district's core reading and math curricula, Garfield teaching staff may draw from a wide range of readily available scientifically based research materials and strategies. To provide flexibility and assist in meeting varying student needs, classroom teachers, Title 1 teachers and other staff members have been trained to use these programs with students. Data is systematically collected and used for instructional decision making. The Garfield Child Study Team developed a curricula resources map to assist staff in choosing appropriate instructional resources.

The following curricula are scientifically based research methods and instructional strategies that strengthen the core academic program:

1. Macmillan Treasures (core reading curriculum) and Triumphs-companion intervention program: research source Macmillan Publishing
2. Guided Reading training and support: research source Fountas and Pinnell
3. Words Their Way Word Study for Phonics, Vocabulary, and Spelling Instruction: research source Donald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnson
4. Reading Recovery format research source Marie Clay
5. Envisions Math (core math materials) What Works Clearinghouse
6. Head Sprout research What Works Clearinghouse
7. Positive Behavior Supports research
8. IRTI-Response to Intervention Model: research Buffum, Mattos, Weber
9. Jolly Phonics: research Jolly Phonics
10. Do the Math: research Cathy Richardson
11. Moby Math: Leveled computerized math practice-(Source)
12. Phonics Instruction: research Sharon Walpole
13. District-sponsored staff development in embedding student learning expectations, formative assessment, vertical articulation, pyramid response to intervention, technology, content area subjects, grade level trainings for new curriculum, training for Para educators, Reading Coaches, and Title 1 reading teachers implementing PREP-K, PREP 1, PREP 2 instruction.

C.) Include strategies to address the needs of all children in the school, but particularly those children who are low achieving, at risk of not meeting local standards, or are members of a target population of a program included in the SWP...and how the school will determine if these needs are met.

The Professional Learning Communities Model is used to ensure that the focus is on student learning and to guide team decisions for meeting the learning needs of all students. This model is used to guide all teams: Child Study Team, Grade Level Teams, Title 1 Reading Team, and Resource Teams. Weekly grade level team meetings focused on analysis of student work to identify students for intervention and extension, identifying skill deficits that needed to be addressed in core instruction, and conversations and modeling of lessons to promote best practice in reading and math instruction.

A representative group of teachers serve on the Building Leadership Team (BLT) to help set direction for the building. As a means of addressing the needs of our students, the BLT developed a master block schedule for grades K-5 that allows every general education and

Level 1 Garfield students to receive instruction in the district core reading program, Macmillan treasures. This includes shared reading, guided reading, and independent reading during a ninety minute reading block. Level 1 and 2 students receive either Macmillan Treasures reading curriculum, Sharon Walpole differentiated instruction, Reading Mastery, or Corrective Reading. Every general and Level 1 student also receives instruction in the district core math program, Envisions Math, during a sixty minute block.

Garfield's BLT is critical in setting direction and following the Plan-Do-Study-Act (PDSA) cycle to gather data on the effectiveness of their initiatives in the communication, mathematics, and social/emotional/behavioral areas. The BLT meets on a bi-monthly basis to analyze data and determine professional development needs.

The Title 1 team and instructional coach identified students for targeted instruction based on Iowa Assessment, unit and district assessments to establish a "Red Flag" list for the 2014-2014 school year. During the first two weeks of school, further assessment was conducted for these students as well as any new students to Garfield. Staff then developed a schedule to provide supplemental instruction for these students in order to provide targeted instruction for these students in order to close the current gaps in reading and/or math.

The Core Child Study Team, which meets weekly is led by the school counselor and is comprised of certified teachers, principal, instructional coach, school nurse, and GWAEA specialists (social workers, psychologist, speech/language pathologist, and special education consultant). The Core Child Study Team developed intensive plans for students in need of immediate support, made recommendations relative to school progress, assisted in the analysis of progress monitoring data, and assessed students identified for suspected disabilities.

Component 3

§1114(b)(1)(C) INSTRUCTION BY HIGHLY QUALIFIED TEACHERS in all core content area classes

- Describe how the school will ENSURE a highly qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.
- Ensure that all paraprofessionals (regardless of funding source) employed at this school meet the NCLB qualification. Documentation must be kept on file at the school.

Garfield has a staff of 30 certified teachers. All teachers are certified for the areas they are teaching. Title 1 funds pay for 1.5 FTE Title 1 reading and math teachers. All teachers have received preparation and specific training at the district and building level for their teaching assignments.

Garfield employs 8 paraprofessionals all of whom have attained highly qualified status as required by NCLB by either possessing para certification as highly qualified or having a 2 year degree or better. In addition, para professionals have the opportunity to continue learning through district and GWAEA professional development opportunities.

Component 4

§1114(b)(1)(D) HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT for teachers, principals, and paraprofessionals

- Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.
- Describe how the school will implement high quality and ongoing professional development.

Garfield is involved in ongoing Professional Development in Professional Learning Communities, Formative Assessment, Pyramid Response to Intervention, Vertical Articulation of Student Learning Expectations, District SEB curriculum, Positive Behavior Support (PBS) training, Envisions Math curriculum training, and School Improvement Planning (SIP). Members of the Garfield teaching staff have the opportunity to attend additional reading seminars, in-services, and workshops, i.e., Write Tools, Cassie Erkens, Mike Mattos and District Level Core reading and math seminars. We will continue working on explicit instruction, formative assessment, analysis of student work, student goal setting and self-reflection, active reading and writing strategies and Teaching for Understanding/DOK during the 2014-2015 school year. Professional development related to text features in non-fiction text, questioning strategies, thinking critically and responding to literature in writing, number and operations, and problem solving strategies will also be offered.

Component 5

§1114(b)(1)(E) STRATEGIES TO ATTRACT HIGH-QUALITY, HIGHLY QUALIFIED TEACHERS to this school

- Hiring incentives, examples: additional benefits, mentoring programs, tuition reimbursements, etc.

The Cedar Rapids Community School District's Human Resources Department forwards information on highly qualified candidates directly to building administrators so that they can be contacted immediately if we have interest in interviewing them. The Human Resources Department, as a part of our district's long range plan, looks for highly qualified minority applicants who could be both top-flight teachers and positive role models for minority students. (See the CRCSD website).

The district participates in the New Teacher Center: Teacher/Mentor Induction Program, a program that thoroughly introduces and indoctrinates new teachers to our district. This program includes a well-supervised mentoring component that matches new teachers with a seasoned teacher/mentor for two years. The mentor is provided with the necessary training to support and give direction to the new teacher. New teachers are also provided with technical support from the building instructional coach.

We believe that highly qualified teachers are attracted to Garfield School because of the wealth of teaching resources and collegial support that are part of our building environment. Garfield has a well-stocked guided reading library that is available to support our reading program. Each kindergarten through fifth grade classroom has the Macmillan anthologies, decodable books, leveled books, and other ancillary materials to support the core reading program. Students also have access to Head Sprouts for further support. All teachers have access to the Envisions Math Curriculum as well as Investigations Math Curriculum and the Do The Math materials.

Teachers are supportive of each other and collaborate with each other on a regular basis, both within grade levels and across grade levels. They use the PLC model to guide their focus on learning and to ensure that all student learning needs are being met.

Highly qualified and experienced Title 1 teachers support and serves as a reading and math resource for classroom teachers, as well as working with students with a wide variety of learning challenges. Our instructional design strategist works with all staff to provide instructional support to classroom teachers. She collaborates during PLC, offers support through modeling lessons and designing instruction for paraprofessionals to deliver during intervention blocks, and is well

versed in Iowa Cores standards. Our Response to Intervention model is supported by our AEA specialists, who work primarily with teachers in observing students, gathering information, and working within the PLC format to make data-based instructional decisions about individual student programming.

Component 6

§1114(b)(1)(F) STRATEGIES TO INCREASE PARENTAL INVOLVEMENT in accordance with §1118, such as literary services

- Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.
- Describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student.
- Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.
- List specific training activities and decision making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent Involvement Policy, compacts and school plan.)
- Describe the yearly parental evaluation of the schoolwide program and how this information is used to improve the plan

Garfield places a high value on involving families in school activities. Because of a variety of different dynamics, many of our parents are unable to volunteer at our school, although some are able to come in for a short period of time for activities such as America Reads. However, we work hard to bring families into our school for special activities and meetings, at times that are convenient for them.

We currently conduct a mix of teacher-led, student-involved, and student-led conferences. Conferences are regularly scheduled twice yearly, and we average over 90% parent/guardian attendance. Additionally, teachers contact families periodically through notes, phone calls, e-mail, and newsletters. Each student in grades K-5 has been provided with a parent/school communication folder that is used to send written communication back and forth between school and home. We have gone green this year and much of our communication is delivered electronically or through phone messages.

We welcome families to attend our Title 1 Family Night. In the fall parents are invited to attend an information session held during a regularly scheduled PTA meeting. The session content includes an explanation of the Iowa Core Standards for Math, Reading and Writing that we will focus on this school year, how Title 1 teachers worked with students and support teachers during daily intervention blocks, and the sharing of the Title 1 Parent Involvement Policy. In addition, information regarding SINA, School Improvement Plan, and Schoolwide Title 1 plan will be provided. Families will learn about the action steps that will be taken throughout the year to increase achievement at Garfield. A Title 1 math game night in the fall invites families in to learn about grade level math games they can play at home with their student. Materials are provided for families to take home to use for these reading and math games. A spring activity, Breakfast with Books will feature an opportunity for parents to read with their students and each student receives a book to take home for their home library. A raffle for multiple books sets is also held during this event.

We hold events such as the school picnic the night before the first day of school and grade level music programs for parents and extended family members. The Garfield PTA is instrumental in supporting parent involvement, and regularly schedules bingo nights and other family activities, and Pastries for Parents as a way to help connect families to our school. Our PTA uses their funding to support the need for free and/or low cost family activities and events whenever possible. Making a profit is not a goal—bringing families together at school for an evening of fun, learning, and an opportunity to observe how other families interact together is what we strive for.

We are also fortunate to have a growing Lunch Buddy program. Adult Lunch Buddies are generally community volunteers. All adult Lunch Buddies are trained through the Big Brothers/Big Sisters program and may spend time with their student at Garfield School. Some of the adult Buddies may become involved with their student's family, forming an important bridge between school and home.

Garfield also utilizes the services of Coe College and Mt. Mercy University work/study students. These college students may work with students individually or in small groups under the direction of the classroom teacher. We also are fortunate to have a Foster Grandparent program at Garfield. We currently have two foster grandparents that work with students individually or in small groups on reading and/or math skills. Our building volunteer coordinator is our building's liaison between Garfield and these fine community resources.

Component 7

§1114(b)(1)(G) PLANS FOR ASSISTING PRESCHOOL CHILDREN IN THE TRANSITION from early childhood programs to local elementary school programs, (Elementary to Middle school, or Middle School to High School, where applicable to this building.)

- Describe district/building transition strategies, before kindergarten round up, home visits, placement programs, etc.

Garfield hosts transition meetings for children in our alternative kindergarten program as well as those coming from other early learning programs. Garfield staff, as well as AEA specialists, typically attends these meetings. Parents are an integral part of the meetings, as are staff and professionals who have worked with the child in the past. In addition, Garfield assists 5th grade students in the transition to middle school. Each student is taken to their appropriate feeder middle school for an orientation during the school day. The counselor accompanies individual or small groups during these transition days. The students meet with middle school staff and have the opportunity to tour the school and engage in an orientation program designed to make the transition smoother.

Component 8

§1114(b)(1)(H) MEASURES TO INCLUDE TEACHERS in decisions regarding the use of academic assessments

- Describe 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 administer core classroom reading and math assessments to all kindergarten through fifth grade students throughout the school year. Other formative and summative assessments are given throughout the year at all grade levels. Teachers are able to examine the student data they collect over the course of the year, in relation to the district's grade level student learning

expectations (SLEs) that are aligned with the Iowa Core Curriculum. Anecdotal notes, informal running records, and other formative assessment information gathered during core leveled reading and additional intervention groups provide teachers information needed to inform instruction.

In professional learning communities, teachers regularly engage in analysis of student work utilizing the data described above as well as classroom assessments in order to group students in appropriate interventions groups. These groups are designed to differentiate instruction and meet the needs of all students including interventions and enrichment. Teachers and support staff meet to discuss whole grade level and individual student concerns after the fall, winter, and spring reading and math benchmark test data are collected and organized. Teachers utilize data from assessments, observations, and parent input to guide their decision-making and determine educational programs for students. These child study teams also included building administrators, the building counselor, and AEA specialists.

The Building Leadership Team (BLT) analyzes data they collect related to the School Improvement Plan (SIP) and follow the PDSA model to determine their course of action. The BLT considers all information collected by the various building teams to determine the best direction, academically and socially/emotionally, for the school. The BLT uses this information to set goals and develop actions steps to achieve these goals. These are detailed in the School Improvement Plan. This plan is utilized as a working document with the staff routinely revisiting the actions during PLC's in order to ensure that the actions steps are completed as planned.

Additionally, classroom teachers and GWAEA specialists, using both formal and informal methods, can assess students who may be considered for placement in special education program. Following the Response to Intervention model, students who are considered for placement have received intensive intervention in order to make progress toward student learning expectation goals. Students who currently have an IEP are assessed regularly in order to monitor their progress toward individual goals.

Component 9

§1114(b)(1)(I) PLANS FOR ASSISTING STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING THE PROFICIENT OR ADVANCED LEVELS OF ACADEMIC ACHIEVEMENT

- Describe the intensive assistance programs and activities at the school level that ensure all students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.
- Describe the identification, instruction and monitoring processes used
- Describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student.

The Cedar Rapids Community School District identifies the lowest 10% of students in Grades 1-2 at the beginning of each school year. Students who fall into this lowest 10% qualify for the district's Primary Reading Enhancement Program (PREP). Qualifiers for this program receive intensive instruction utilizing a program designed after the Howard Street Tutorial. 1st grade students receive a one on one, 30 minute lesson from a highly trained paraprofessional. This lesson includes the components of rereading, word study, writing, and new reading. The paraprofessionals attend an extensive training at the beginning of the year and are regularly supervised and coached by the instructional design strategist in each building. In second grade, qualifiers participate in a small group session of no more than 3 students per group. These groups are also delivered by a trained paraprofessional that attends extensive training and is supervised and coached by the instructional coach in each building. PREP 2 lessons consist of

rereading, word study, new reading with comprehension strategy instruction. The emphasis of PREP 2 is comprehension. Garfield students participate in these 2 programs if they are identified in the lowest 10% of the district. In addition, students who are identified as needing intervention may receive a modified PREP program delivered by Title 1 staff. Other intensive programs include Macmillan Triumphs, Words Their Way, Jolly Phonics review, Head Sprout, and a myriad of other researched based interventions based on student needs.

Each student at Garfield participates in a daily 20-30 minute intervention block call WIN (What I Need). Using Analysis of Student Work, grade level teachers regularly engage in utilizing data to organize students for differentiated instruction. Students are divided into groups and teachers determine what instruction needs to occur to meet the needs of the students. Smart goals are developed for each respective grouping and a formative assessment administered at the end of a specific amount of time measures whether the students have met the smart goal. Title 1 and Special Education staff are part of this discussion and also part of the team delivering the instruction. Groups are flexible and fluid and change often based on the student learning expectation formative and summative assessments.

Component 10

§1114(b)(1)(J) PLANS FOR COORDINATION AND INTEGRATION of federal, state, and local services and programs

- May include programs under NCLB, nutrition programs, housing programs, Head Start, adult education, and technical training programs).
- **Must specifically address** the educational needs of and coordination with other services for **homeless students**, such as housing programs (ESEA, §1114(b)(1)(j)).

Garfield Elementary coordinates with other federal state and local services and collaborates to utilize the funding sources to best meet the needs of students. Garfield has been identified as a SINA 4 school and will utilize the action plan and budget to focus instruction and professional development on the areas that teachers and students need to focus on in order to improve. In addition, Garfield will use this school year to plan for restructuring utilizing Susan Leddick and Doreen Marvin as our Turn Around Specialists.

Garfield's Level 1 special education teachers collaborate with grade level teachers, Title 1 Teachers and Grant Wood AEA staff to coordinate core instruction as well as analyze data to plan differentiated instruction to meet the needs of all students. A special education coach meets weekly with Special Education teachers to review progress monitoring data, model lessons and support special education teachers as they work to accelerate IEP students. In addition, a Special Education Facilitator is on staff to coordinate special education services, monitor IEP compliance and coach special education teachers in providing research based intervention instruction to close the gap.

Garfield coordinates with our district food and nutrition program to provide well balanced meals for breakfast and lunch. In addition, students who qualify for free and reduced funds have access to these well balanced meals. In addition, Garfield partners with HACAP (Hawkeye Area Community Action Program) and local churches to provide a Backpack program for 30 Garfield students, supplying food for weekends during the school year.

Garfield coordinates with a variety of local service agencies to provide additional free or low cost resources for the students and families. These include but are not limited to: Boys and Girls Club, Jane Boyd Center, Waypoint, Foundation 2, Abbe Center for Mental Health, Witwer

Center, Metro Care, Olivet Mission, Linn County Free Medical Clinic and the Department of Human Resources.

Garfield collaborates with the district Homeless Liaison who provides a variety of resources through the McKinney Vento Act. When a student is identified as homeless we put the family in touch with the Homeless Liaison. The first step is to secure transportation for the student(s) so that they can remain in school at Garfield. This provides a semblance of stability in an otherwise unstable time in their life. The liaison also works with the family to find suitable temporary housing in shelters as well as more permanent solutions by teaming with local service agencies that assist with Section 8 and other low income housing solutions.

Garfield utilizes the resource of volunteers as a part of our programming. A volunteer coordinator solicits and schedules volunteers. During the 2013-2014 school year, Garfield logged 4946 volunteer hours from 124 volunteers. Garfield also utilizes the partnerships of several businesses in the community including Hy-Vee, Ralston Foods, Bank of the West and Target East. These partnerships provide a variety of resources including volunteers, school supplies for students and food donations for needy families and school events.

§1114(b)(2)(B)(iii) PLANS FOR ANNUAL EVALUATION

- The school must evaluate annually the outcomes and the plan's implementation to determine whether
 - -the academic achievement of all students, and particularly of the low-achieving students, improved;
 - -the goals and objectives contained in the plan were achieved; and
 - -if the plan is still appropriate as written.
- Describe how the results of annual evaluation of the effectiveness of this schoolwide plan will be used to make revisions to the plan to ensure continuous improvement of students in this schoolwide program.

Garfield will evaluate the Schoolwide Title 1 plan in the spring of 2014 to determine the effectiveness of the plan. A variety of data sources will be used to conduct this evaluation. A parent survey will be developed and conducted to determine the effectiveness of the Title 1 program. Survey questions will include information about communication, curriculum and coordination of services to determine if student and family needs have been met. The Building Leadership Team will meet on a regular basis to examine progress towards meeting the goals outlined in the School Improvement Plan. This plan will be an integral part of the implementation of the Title 1 Schoolwide Plan. The BLT will examine Iowa Test data in May to analyze the progress toward meeting our goals for proficiency on Iowa Tests. Grade Level Teams will examine individual data on formative assessments as well as district required assessments of ELA Performance Assessment, Writing Assessments, and Iowa Core Math Test. In addition, the building utilizes the Qualitative Spelling Inventory and Fountas and Pinnell Benchmark Assessments to monitor expected student growth. Results of these assessments will be communicated to parents at conferences and on report cards.

Results of the assessments described above as well as the parent survey will be used to evaluate the effectiveness of the Title 1 program for Garfield students. Strengths and areas of growth will be identified. Strengths will be maintained in the revision of the school-wide plan while action steps to improve will be developed and implemented.