

Cabot School

Title I Schoolwide Plan Template

Purpose

The Title I Schoolwide Plan Template is designed to support schools in the development of Schoolwide Plans that meet all requirements under Section 1114 of the Elementary and Secondary Education Act. All schools that operate a Title I Schoolwide Program must develop and maintain a compliant Schoolwide Plan. **Schools may consider their individual Continuous Improvement Plans, or other school-specific local plans, their Schoolwide Plans if these plans meet all requirements.** See the Title I Schoolwide Plan Requirements document for descriptions of these criteria.

LEA: Caledonia Central Supervisory Union

School: Cabot School

Date created/Date last revised:

1. Parent and Stakeholder Involvement

Instructions: Describe the process used for involving parents and other members of the school community in the development of the Schoolwide Plan.

Build an educational partnership uniting the community, families of our students, and Cabot School faculty and staff in a strong and inclusive culture of learning.

- We are one school, one community, and one crew. Our language and practices are consistent across cohorts.
- We create experiences that span cohorts
- We create experiences that span communities (family, faculty, staff, community, students).
- We are crew, not passengers.
- In 2021-2022:
 - Leadership will create opportunities for family engagement.
 - Leadership will begin partnerships with community based organizations that can help support after school programming and out of school learning opportunities.
- *Action Steps:*
 - Rebuild PTO (Becca)

- Network with Cabot Arts, Cabot Community Theatre, Rec Committee to list programming
- Apply for Community Schools Grant
- Begin to compile a list of community organizations/members to host internship opportunities

The plan was revised in the summer of 2021. Parents, teachers and board members were included in the development.

ESEA Requirement: The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [1114(b)(2)]

2. Comprehensive Needs Assessment

Instructions: Summarize the results of the school’s comprehensive needs assessment, including a description of the data sources used. Include information on the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes.

Leadership will create a comprehensive data system that helps us know where all students are in relationship to proficiencies.

- Leadership will begin to analyze data from multiple sources (student work, STAR, SBAC, F and P) in order to understand the needs of the school.
- All teachers will regularly assess students and provide MTSS in order to ensure that all students demonstrate at least one year of growth (in elementary and middle) and meets or exceeds for high school cohort students.
- *Action Steps:*
 - Implement a collaborative model for teaching and learning that includes co-teaching and regular reflection and analysis of student learning (team meetings and collaborative planning time)
 - Interventionists will be responsible for organizing multiple data points and supporting teacher teams in the analysis and next steps for supporting students.
 - Use data to identify resources and strategies across grade levels that support students in acquisition of skills - particularly focused on integration of those strategies into

- classroom practice of general educators
- Implement Student-Led Conferences that are developmentally appropriate.
 - Develop a process, tools and support structures for collecting evidence and reflecting on learning
- Help students develop the language and confidence to ask for support across cohorts (goal setting and reflection)

ESEA Requirement: An eligible school operating a Schoolwide Program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]

3. Schoolwide Plan Strategies

Instructions: Describe the specific strategies that the school will use to upgrade the entire educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three areas described below.

Ensure all students are engaged and take ownership of their education.

- Students are **resources** to each other and their communities. Students learn through authentic projects that have deep purpose and relevance in our communities.
- Students are **change makers** in the world. Students create, do, and problem solve for a better local and global community.
- 2021-2022
 - We implemented project-based learning across grade levels; students produced plaques, family books, an outdoor classroom, proposals for reducing the school's carbon footprint, an outdoor learning space, podcasts, films, etc.
 - We defined learning expectations that are aligned from k-12. We defined graduation proficiencies and a learning journey that is clearly articulated for grades 9-12 with key projects required at different grades.
 - All grades will plan and implement high quality projects that integrate core proficiencies at each grade level and reflect students as resources and change makers.
 - All grades will engage in at least one public exhibition of learning that allows students to demonstrate their learning.
- *Action Steps:*

- Begin and continue to map a k-12 scope and sequence that aligns standards and projects across grade levels
- Calibrate our definition of HQ PBL with others in order to define the Cabot Gold Standard PBL by looking at teacher work (project tunings)
- Begin to assess transferable skills by regularly looking at student work.
- **Ensure all students experience a culture of inclusion and belonging.**
 - Students and staff live our core values of respect, responsibility, kindness, and engagement
 - Students' voices are honored first without judgment.
 - All students feel well known by each other and the adults in their lives at school.
- In 2020-2021:
 - We implemented a Crew structure in grades 7-12, and circle practices in grades 1-12. We created a school culture committee in order to support a school-wide system of social-emotional learning and support and students expressed a desire to learn to facilitate conflict resolution and restorative circle practices. We created a Student Leadership Committee 8-12 who has taken up a new community service proposal.
- In the 2021-2022 school year,
 - We will continue to articulate school-wide systems and structures to support a coherent approach to school culture.
 - Students will continue to have a formal and active voice in creating and sustaining our approach to school culture.
- *Action Steps:*
 - Create a k-12 Cabot Crews structure that meets regularly to share and celebrate. Including School-wide Opening Circle, Mountain Day (Hiking in Groton), Garden Day (Nov), Day of Service (Jan), Winterfest (Feb), Day in the Dirt (April), Field Day (June) - (School Culture Team)
 - Implement school-wide crew at the same time each day that explicitly defines and teaches our Habits of Character (Jackie/Sam)
 - Expand Student Leadership Committee to 6-12 - Bi-weekly meetings (Becca)
 - Create and implement a staff crew structure to ensure that there is adult connection across community based on reflective practice work. (Jackie/Sam)

Begin arts integration in the primary grades by ensuring that all arts classes are occurring within the classroom spaces.

ESEA Requirement: The Schoolwide Plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA Section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [1114(b)(7)(A)(iii)]

4. Evaluation and Revision

Instructions: Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program, using data from the State’s annual assessments and other indicators of academic achievement, and how this information is used to revise the Schoolwide Plan annually to ensure improvement.

How will we get there?

We have many structures to help support adult learning. Our Professional Learning Plan provides a roadmap. Each of these structures contributes to our learning.

- **Leadership Team:** Meets monthly to identify common definitions and new structures. This is a space to support facilitators and reflect on school-wide priorities.
- **Whole Staff:** Meets Wednesday from 2:15pm-4pm as well as multiple days throughout the year to engage in cross cohort work in service of our vision of One School, One Community, One Crew. These sessions are planned and facilitated by the Leadership Team. Each week includes some combination of the following: Staff Crew, Leadership Team, New Teacher Team, Choice PLG, Whole staff collaborative learning, team time, looking at teacher work, looking at student work, etc.
- **Collaborative Planning Time:** Time for teacher teams to meet together to co-plan and reflect on student learning. Once a week these teams in the elementary grades are facilitated by an interventionist.
- **Mentoring/Coaching:** Mentors (Lynn and Donna) and Coaches (Randilee and Taeryn) support the growth of individual teachers and groups of teachers through on-going observation, feedback, co-planning, and mentorship.

- **Board Meetings:** Provides a space to build a common understanding of our goals within the community at large.

ESEA/CFR Requirement: A school operating a Schoolwide Program must-

- determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program. [34 CFR § 200.26(c), ESEA Section 1114(b)(3)]

5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [1114(b)(4)]
 - If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). [1114(b)(5)]
- The plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]

This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact Monica Morrissey, Co-Curriculum Director and Grant Manager @ monica.morrissey@ccsuvt.net

This plan is developed in coordination with other Federal, State and local services, resources and programs.

This plan is in effect for the 2021-2022 School Year. This plan is to be monitored each year and revised at that time to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.