Watsonville Prep School
Title I Schoolwide Program

This document contains three sections:
Section A: Comprehensive Needs Assessment
Section B: Title I Schoolwide Plan
Section C: Description of Stakeholder Involvement in Developing Schoolwide Plan

Section A: Comprehensive Needs Assessment
Enrollment Count

Total	Gr. K	Gr. 1	Gr. 2
168	62	55	51

Key Subgroups: Percent Enrolled

% Socioeconomically Disadvantaged	% Special Ed.	% English Learner	% Black/AA	% Hispanic/Latinx
84	16	68	0	99

English Language Proficiency: Percent Enrolled

% EL	% EO	% IFEP	% RFEP
68	27	2	3

Foster / Homeless / Migrant (McKinney-Vento)

Site	Enrollment	% Foster	% Homeless	% Migrant
WPS	168	0	3.57	4.17

Chronic Absenteeism

% Chronic Absenteeism (YTD)
16.67

Average Daily Attendance (% ADA)
8/13/2019 – 11/22/2019

	Grade K	Grade 1	Grade 2	All
% ADA	93.59	93.67	95.47	94.19

WPS MTSS Tier Distribution (Math, ELA, Behavior)

	% Tier 1	% Tier 2	% Tier 3
Grade K	62	30	8
Grade 1	53	38	9
Grade 2	61	29	10
All	59	32	9

MTSS: Summary of Tiers

Tier	
1	High-Quality Classroom Instruction, Screening, and Group Interventions
2	Targeted Interventions
3	Intensive Interventions and Comprehensive Evaluation

NWEA MAP: Reading: Percentile Distribution: Fall 2019-20

Grade K	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	23%	32%	27%	13%	5%
	55% Below Average				

Grade 1	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	46%	26%	19%	7%	2%
	72% Below Average				

Grade 2	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	54%	15%	15%	8%	8%
	69% Below Average				

NWEA MAP: Mathematics: Percentile Distribution: Fall 2019-20

Grade K	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	37%	32%	17%	8%	5%
	69% Below Average				

Grade 1	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	33%	25%	16%	18%	8%
	58% Below Average				

Grade 2	Low	Low Average	Average	High Average	High
	%ile < 21	%ile 21 - 40	%ile 41-60	%ile 61-80	%ile > 80
	33%	27%	22%	6%	12%
	60% Below Average				

Average Letter Sounds:

	August	October
Kinder	4	17

Narrative: Overall this is much lower than our other two schools for an initial score in August

Average Reading Fluency (Correct Words Per Minute):

	August (Goal)	October (Goal)
1st	8 (30)	17 (37)
2nd	42 (60)	54 (67)

Narrative: Student reading fluency is much lower than goal, especially at first grade. Several second graders are reading in the high hundreds (i.e. 180) bringing the average up.

STAR Reading

	August	October
1st Grade Equivalency	0.0	0.4
2nd Grade Equivalency	1.6	1.8

Narrative: Student entered first grade one year behind and second grade averaged .5 year behind. The median score though was 1.1 for grade equivalency so over half the students in second grade are a year behind.

STAR Math

	August	October
Kinder	0.0	0.4
1st Grade Equivalency	0.6	1.3
2nd Grade Equivalency	1.4	2.1

Narrative: Students in first and second grade scored around half a year behind in mathematics in August

WPS Surveys

The surveys consisted of six questions assessing strengths and needs across each of three domains: WPS students, WPS as a school, and the WPS community. The participation rate was approximately, at minimum, twelve percent (12% based on student enrollment) for the survey completed by families. The participation rate for the staff version was approximately seventy-six percent (76% based on total number of staff members).

Answers varied, but key themes are listed in the table below.

I. WPS Family Survey: December 2019

Domain	Strengths	Needs
The students	Responsibility, attitude	Academic support
The school	Caring and supportive staff	Recreation areas
The community	Supportive, hard working	Support for further involvement

II. WPS Staff Survey: December 2019

Domain	Strengths	Needs
The students	Eagerness, enthusiasm	Social-emotional skills, play spaces
The school	Teamwork, commitment	Facilities: more spaces and space
The community	United, kind	Transportation, classes

Section B: Title I Schoolwide Plan

Watsonville Prep's Schoolwide Title I program was developed to meet the needs of students of all subgroups. The program is based on the Navigator Schools model's five compass points, with enhancements and adjustments tailored to the WPS school community. Navigator's Five Compass Points are: culture of excellence, data-driven instruction, consistent coaching for all staff, equity through multi-tiered systems of support, and effective use of technology.

Compass Point #1: Learning best occurs when the school has a strong **culture of excellence** that includes staff, students, and the parent community.

Compass Point #2: Learning best occurs when the instructional model is **data driven**.

Compass Point #3: Learning best occurs when leaders and instructional staff are continually developed through **coaching**.

Compass Point #4: Learning best occurs when the instructional model is personalized through a Multi-Tiered System of Supports (MTSS) to ensure **equity for all students.**

Compass Point #5: Learning best occurs when **technology** is leveraged for student success.

Goals and Activities: WPS's Schoolwide Title I program has defined five goals that align with Navigator's five compass points described above. Each year, WPS's Principal will lead a stakeholder engagement process to collect input on the school's progress and areas of need, including resource allocations, as part of the Title I Schoolwide Program progress monitoring process. Key activities that will be undertaken to support the achievement of these goals are described below each goal and have been designed to meet the needs of all student subgroups served by Watsonville Prep School.

Goal 1: Create a culture of excellence within the school community to foster a positive school climate, promote a sense of belonging, and nurture social, emotional, and academic growth. WPS will implement the following activities to achieve this goal:

1. Staff with a leadership team including Principal and Vice Principal to lead development and maintenance of positive school culture.
2. Implement positive behavior program, including interventions and supports to promote positive behavior.
3. Provide a clean and safe environment, with facilities maintained and in good repair
4. Operate a school office with bilingual staff who provide a welcoming environment and support positive and proactive communication with the school community.
5. The school leadership will hold regular monthly meetings with parents so that parents have input into school decisions.

6. The school staff will translate flyers, provide translation during meetings to encourage participation in school programs.
7. Teacher parent conferences will be held at least two times a year

Goal 2: All students will receive high-quality data-driven instruction in Common Core State Standards to support strong academic achievement. WPS will implement the following activities to achieve this goal:

1. Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using data driven strategies.
2. Teachers in Training will support teacher release time for coaching and professional development and serve as substitute teachers to maintain instructional continuity and help prevent lost learning time.
3. Small Group Instructors (SGIs) will lead small group instruction to target academic skill development at appropriate instructional level based on data.
4. Modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards
5. Administration and teachers will plan curriculum and assessments based on Common Core State Standards and utilize daily check for understandings, weekly assessments, midyear interim and annual summative assessments to drive instruction.

Goal 3: Provide high-quality weekly coaching and feedback to all WPS instructional staff to support continuous improvement for teaching and student learning. WPS will implement the following activities to achieve this goal:

1. Site leadership will provide weekly coaching to all teachers and small group instructors, and principal will provide weekly coaching to Vice Principal.
2. Support Office personnel will provide weekly coaching to site staff: CAO will coach Principal, IT Manager will coach Site Technology Assistant, Director of Student Services will coach Resource Teacher.
3. Teachers, Small Group Instructors, and leadership team spends 30-60 minutes in a coaching session at least 20 weeks of the year.

Goal 4: Ensure equitable access to curriculum, programs, and pathways for student success by providing an effective multi-tiered system of supports (MTSS). WPS will implement the following activities to achieve this goal:
1. Provide an inclusive instructional setting for all students with appropriate "push-in" support provided by paraprofessionals with supervision and support from the resource teacher and Director of Student Services.
2. Provide necessary specialist support for all identified needs, including speech and language, occupational therapy, counseling, and assessment.
3. Provide Counseling services to provide individual and small group support to students and families on a targeted needs basis.
4. Provide regular intervention support for students who are not achieving at grade level.

Goal 5: Effective use of cutting-edge instructional technology to encourage student engagement, increase staff effectiveness to improve student learning, and prepare students for the future. WPS will implement the following activities to achieve this goal:

1. Provide high quality tech support to the school site by having well-trained and supported full-time technical support personnel.
2. Effectively utilize Illuminate for student assessment and reporting.
3. Maintain a 1:1 I-Pad ratio for all students.
4. Maintain high speed internet wireless network with sufficient bandwidth.

Title I Schoolwide Program Core Design Element
At the core of the design of Watsonville Prep's Title I Schoolwide Program are center rotations that meet the individual needs of all students. Center rotations are at the heart of the WPS instructional program. Instruction will be divided between whole class instruction and daily center rotations. Centers will allow WPS to reduce the student-teacher ratio by optimizing its deployment of two educators in every classroom: teacher and Small Group Instructor (SGI). Centers will include direct instruction led by the teacher, guided practice led by the SGI, and blended learning (utilizing 1:1 technology). Center rotations are implemented in both English Language Arts and Math and are organized as follows.

English Language Arts:

Guided Reading Center - Guided reading will be the focus of the teacher-led center in grades K-5. During guided reading, the teacher will meet daily with a small homogeneous group of students where students read from the same text and participate in collaborative, teacher-guided skill development.

Phonics Center - At the phonics center, students will receive additional, personalized attention with an SGI. In grades K-3, this will be a systematic, scripted phonics program such as *Corrective Reading* or *Horizons*. When homogeneous groups reach the targeted lexile level, the focus of this center will change from the direct instruction of phonics to guided practice with reading comprehension and language conventions.

Blended Learning Center ELA – To meet each student at his/her individual learning level, WPS will use the adaptive reading software *Lexia* (K-3) and *Reading Plus* (3-8). Both of these programs have specific, standards-aligned programs for ELs, supporting their attainment of English fluency as they master CCSS. Leveraging technology will allow for meaningful personalized learning during rotations. Every student will have a weekly program goal, and teachers will review performance data daily to ensure that students are on track to meet weekly and year-end goals. This software will also provide the teacher with an additional data point to help personalize instruction and intervention.

Math:
Small Group Math Instruction – Teachers will lead small groups with focused math instruction. Using standards based quizzes, teachers will use data to guide instruction and create personalized lessons backwards-planned from the intended learning outcomes. Daily checks for understanding data will allow teachers to pivot quickly and address misconceptions with minimal lag time.

Blended Learning Center Math - In math rotations, WPS students will use ST Math as the primary learning software. As with ELA/ELD, every student will have weekly and year-end goals, which teachers will track based on real-time data.

Community and Parent Involvement
Parents play a critical role at WPS and were involved in the development of the Schoolwide Plan and will be involved in the monitoring of the plan. Parent leadership is at the heart of WPS, as WPS was founded as the result of a dedicated group of Founding Parents from Watsonville, working with our Founding Principal and Navigator staff. All stakeholders in the school community will play a very active and important role in the daily life of WPS. WPS parent will be engaged in decision-making through the School Site Council (SSC). Parents are invited to attend Board meetings and meetings of the SSC. Meeting times and locations will be planned to be convenient for parents and community members to attend. Notification will be posted at the school site and through Parent Square, the school's parent communication portal. Parents also will be invited to attend monthly bilingual parent coffees, attend parent/teacher conferences, volunteer in the classroom (though it will be clear that volunteering is never required), and attend morning assemblies. WPS will honor, encourage, and respect the voice of stakeholders to ensure WPS continuously serves the needs of the community.

2019-20 Title I Funding Allocation
In 2019-20, WPS expects to receive approximately $85,000 in Title I funds. It is recommended that these funds go towards supporting the salaries and benefits of two Teachers in Training because these two staff positions are vital for the success of the educational program as they:
- Provide stability for students to implement model by substituting for absent teachers.
- Provide release time for teachers for coaching and professional development.
- Provide intervention and support to high needs students

The Schoolwide Plan was approved by the WPS School Site Council on December 4, 2019.

The Navigator Schools Board of Directors will consider approving the Schoolwide Plan on December 10, 2019.

Section C: Description of Stakeholder Involvement in Developing Schoolwide Plan

WPS's Schoolwide plan was developed with the involvement of parents and other members of the community and individuals who will carry out the plan, including teachers, school leaders, paraprofessionals present in the school, and leaders of the local educational agency (Navigator Schools Support office).

Parent and community feedback on school needs and priorities were included in the comprehensive needs assessment and the development of the Schoolwide plan according to the calendar below:

- WPS Parent Meeting, September 17, 2019
- WPS Parent Meeting, October 7, 2019
- Navigator Schools Board Meeting, October 8, 2019
- WPS School Site Council Meeting, November 18, 2019
- WPS Parent Surveys, December 2-4, 2019
- WPS Staff Surveys, December 4, 2019
- WPS School Site Council Meeting, December 4, 2019

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