

# Feather River Academy

## Title I School Wide Program Plan

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A comprehensive plan must address **all nine** of the components defined in [Section 1114(b)(1)(B-J) of Title I of ESEA]. Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program.

### 1. School-wide reform strategies:

*Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.*

Implementation of additional credit recovery opportunities

- a. Cyber High
- b. Catch-Up Math
- c. Accelerated Reader Program

Implementation of the Renaissance Learning Assessment Program for data analysis of benchmark assessments

Development of Individual Learning Plans with students

Use of technology to increase student engagement

Academic One-on-One conferences with students in ELA and Math

Modified the Master Calendar to make the student day inclusive of seven periods and additional course offerings:

- a. ELD
- b. Jr. ROTC
- c. Career Exploration
- d. Credit Recovery

Project-based learning (school-wide and/or cross-curricular thematic projects)

College/Career-Themed Opportunities to connect with students with post-high school goals:

- a. Cal OSHA Certificate Program
- b. My Life Plan Program (Friday Night Live)
- c. Young Entrepreneur Program
- d. Career Exploration Elective Course
- e. One-Stop Referrals
- f. Work-Ability collaboration

- g. Yuba College transition collaboration

Use of effective methods and instructional strategies based on research that:

- a. Strengthens the CORE academic program throughout the school through effective direct instruction
- b. Increases the amount and quality of learning time by providing extended school year opportunities for students that is an enriched and accelerated curriculum.
- c. Provides opportunities for on-going professional development on the implementation of the Common Core Standards and student engagement strategies.
- d. Continue, as a staff, to develop strategies for meeting the educational needs of students through the Student Study Team meeting process, IEP meetings, parent conferences, as well as informal meetings, and collaboration with county partnerships to provide intervention/support for at-risk students.
- e. Alternative means of assessments such as portfolios, projects, group projects, etc.
- f. Independent Student Program as an instructional delivery option

## **2. Instruction by highly qualified teachers:**

*High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.*

Feather River Academy provides instruction by highly qualified teachers in all CORE subject areas as monitored and reported by the Sutter Superintendent of Schools Office.

## **3. High-quality and ongoing professional development:**

*Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.*

Professional Development opportunities are provided county-wide to all Feather River Staff members. In addition, on campus, opportunities have been provided to staff to focus on:

- a. Use of technology within the curriculum to increase student engagement
- b. Implementation of Renaissance Learning Program for use of school-wide benchmark assessment to drive curriculum decisions
- c. Implementation of the Common Core Strategies
- d. Introduction to Smarter Balance Assessments
- e. Implementation and revisions of the WASC Site Plan
- f. Visitations to other successful school sites
- g. Subject-specific professional development
- h. Independent Study Program Conferences
- i. School-wide behavior/climate professional development

**4. Strategies to attract highly qualified teachers to high-need schools:**

*Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.*

Open positions for Feather River Academy are advertised on EdJoin as well as posted throughout sites within Sutter County Superintendent of Schools.

**5. Strategies to increase parental involvement:**

*Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.*

Parental involvement strategies include, but not limited to:

- a. Recruiting for School Site Council
- b. Automated phone messages
- c. Invitations to Back to School Night and Open House mailed home
- d. Individual meetings with parents and students
- e. Informational flyers announcing community and school activities
- f. Volunteers assisting with afterschool programs
- g. Home visits
- h. Emails and text messages with families
- i. Teacher phone calls home
- j. New student/family orientation

**6. Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:**

*This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.*

Feather River Academy serves students in grades 9-12 so it does not directly assist preschool students transitioning from early childhood programs to local elementary school-wide programs.

**7. Measures to include teachers in decisions regarding the use of academic assessments:**

*In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.*

Benchmark assessments are collected every grading period using the Renaissance Learning Assessment Program. In addition, teachers use portfolios to assess student work as well as collect curriculum-based and teacher-designed assessment to determine student growth.

**8. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:**

*The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.*

Students who need additional learning time to meet standards have the opportunity to participate in Extended School Year where an enriched and accelerated learning curriculum is provided. In addition, multiple credit recovery opportunities are provided during the school day as well as beyond the standard student day. Students who qualify may take advantage of tutoring through the NCLB Supplemental Educational Services Tutoring Program.

**9. Coordination and integration of Federal, State, and local services and programs:**

Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

There is a coordination and integration of federal, state and local services and programs which are supported under NCLB, such as: T.U.P.E., Violence Prevention, B.T.S.A., Title 1, 2, and 3, and Lottery.