



## TITLE I Comprehensive Needs Assessment for SWP for Paramount Cottage Home

The following plan has been developed to move from a Targeted Assistance School (TAS) to a Schoolwide Program (SWP) for Paramount Cottage Home's Title I, A program. Paramount Cottage Home understands that there is increased flexibility under ESSA that has allowed all schools, regardless of poverty levels, to operate as a SWP if it meets the needs of the lowest achieving students in the school.

School Name: Paramount Cottage Home (PCH)

Corporation: 9060

Parent Organization: Paramount Schools of Excellence (PSOE)

School Leader: Tara Gustin

### Participatory Plan Group:

- Teachers
- Administrators
- Special Populations Staff
- Paraprofessionals
- School Support Team
- Parents/Families
- Community and Business Leaders
- Technical Assistance Provider
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### Plan Goals

- 1. Provide opportunities for all students to meet proficient and advanced levels of student academic achievement**

Under the direction of the Title Coach and program director, PCH uses a Title I interventionist team to assess, intervene, and assist with ongoing instruction. Interventionists work in close and frequent proximity and under the direct supervision of a certified teacher at all times.

As a SWP, Title I students will receive daily assistance through intensive remediation of skills through extra time (extended day) provided at the beginning and end of every day (an additional 20 percent of supplemental instructional time added to the school day from Title I funding). During this time, funds are used to supply staffing for dedicated remediation for the whole school.

**2. Use effective methods and instructional strategies that utilize evidence-based research designed to: [Section A, Core Elements 1-3] \***

- Strengthen the core academic program
- Increase the amount and quality of learning time
- Include strategies to address the needs of underserved populations

**a. Include strategies to address the needs of all students in the school, but particularly low achieving students and those at risk of not meeting state standards [Section A, Core Elements 1-3] \***

Title I assistants work full-time to aid classroom teachers using research-based intervention materials including Cambium-Clearsight and MCLASS. Paramount Cottage Home utilizes an additional Title I instructor in math (Title Math) to deliver intensive remediation to students in grades K-4.

Through the help of the Title I assistants, students can be assessed with more frequency and efficiency with a goal to provide baseline and benchmark data that guides instructional practices for regular classroom educators through MCLASS and Cambium-Clearsight. Based on this data disaggregation, individual plans are designed to monitor learning and skill, mastery, and growth. These plans are critical in assisting students who have not mastered essential grade-level skills and is a framework for ongoing parent involvement.

The Parent resource team (FACT) is tasked with increasing parent engagement and access to school programming while allowing parents digital access to the classroom, student data, and homework. This team ensures parent education, secure parent waiting areas, school information system technology access, and informational training and check-in for maintaining parent-school communication.

Through the help of the teachers and Title I assistants, students can be assessed with more frequency and efficiency with a goal to provide baseline and benchmark data that guides instructional practices for regular classroom educators through mCLASS and Cambium-Clearsight. Based on this data disaggregation, individual plans for all learners are designed to monitor learning and skill, mastery, and growth. These plans are critical in assisting students who have not mastered essential grade-level skills.

**b. Address how the school will determine if those needs of the students have been met [Section A, Core Elements 1-3]**

Paramount Cottage Home is a well-rounded, data-driven school, utilizing ongoing benchmark data to track and support its student population. Paramount Cottage Home uses Cambium-Clearsight for benchmark assessments for grades 3-4. This assessment is a fall-winter-spring

assessment, allowing for three benchmarks to measure growth against expected outcomes on Indiana Academic Standards. In K-2, Paramount uses mClass and DIBELS to measure reading and mathematics growth. These assessments, when paired alongside classroom performance data identify students who may be at risk of academic failure. Every student at Paramount Cottage Home is categorized in a Green, Yellow, Red system that correlates to their academic risk, allowing the school to identify and meet the needs of its students.

- c. **Include activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance [Section A, Core Elements 1-3]**

Students at risk receive additional academic interventions in small group settings and are evaluated and monitored more frequently. This MTSS process leverages a student's complete portfolio, from behavior to health, to academics in order to create instructional programs that are targeted on exact academic deficits while providing support for the whole child.

- d. **Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement [Section A, Core Element 3] \***

Paramount Cottage Home utilizes a data-driven approach that addresses ineffective, inexperienced, or out-of-field teachers. With this data-driven approach, teachers are the constant warden of student performance data and constant participants in the ongoing solutions. Through a Title I coaching process involving a strong observation-feedback-support system, teachers are constantly monitored and mentored through the academic year. As disparities in teaching effectiveness are identified, additional coaching supports are applied and observations with feedback are intensified.

**3. Describe strategies to increase parental involvement, such as:**

- a. • **Literary services**
- b. • **Description of how the school will provide individual academic assessment results to parents**
- c. • **Strategies to involve parents in the planning, review, and improvement of the schoolwide plan [Section A, Core Element 9] \***

Paramount Cottage Home utilizes a FACT (Family Allies Community Team) Team that serves as an additional extension of the parent-teacher relationship. This program was formulated based on Academic Parent-Teacher Teams (APTT). APTT was developed by Maria Paredes in Arizona and works as a parental involvement vehicle through home visits, data collection, and parent involvement in the school. The FACT program is rooted in this model but utilizes additional staffing for parent home visits in order to build trust, disseminate information, provide take-home interactive learning kits, and build a strong linkage to the school's day-to-day operations. The FACT team allows parents access and training on the school information system

(Powerschool) as well as site or home-based academic training so they can help serve their kids as academic mentors. Each FACT home visit is documented and recorded in a FERPA compliant database and is tracked against student retention, attendance, and academic achievement.

The FACT team is on-site every school day to assist parents as they enter the building with questions about checking in, technology access, volunteerism, grades, homework, activities, job placement, and area resources.

The FACT team also conducts three school-wide annual parent events (Back to school night, MATH Jam, and LITERACY Jam) to enrich the parent-student-school experience through site-based co-learning activities. These events are made known to the entire school population and serve as anchors for developing strong relationships with the school's teacher-parent-student dynamic.

The Parent resource team (FACT) is tasked with increasing parent engagement and access to school programming while allowing parents digital access to the classroom, student data, and homework. This team ensures parent education, secure parent waiting areas, school information system technology access, and informational training and check-in for maintaining parent-school communication.

#### **4. Describe strategies to attract effective teachers to this school [Section A, Core Element 11] \***

Paramount Cottage Home has elevated teacher salaries to a base of \$48,000 in order to attract high-quality talent. Facilities are maintained at a premium level, and benefits packages with innovative fringe offerings are robust draws to the school.

Teacher recruitment starts each new year in December with posting the position on multiple job platforms, such as the IDOE job board, Indeed.com, Diversity.com, and other sites that have historically yielded high-quality candidates. The network TAC (Talent Acquisition Coordinator) attends career fairs at Indiana colleges, HBCUs, and those held by other colleges and universities in surrounding states.

Paramount Cottage Home teaching staff must be licensed in their content area with at least a bachelor's degree. Paramount's teacher selection criteria are based on a set of questions surrounding character/mission fit and community fit. Knowledge of current educational technology and strong organizational and communication skills are also highly valued for this position. Additionally, unlicensed support staff who have shown promise through past success at Paramount may be considered for the organization's Teacher Apprentice Program, which works with Marian University for teacher licensure coursework and pathways.

The goal is to have PCH fully hired by April 1, each year to allow for supportive and robust pre-service training prior to the launch of the new school year.

PSOE believes appropriate staffing and support for special education is a primary component of student success. PSOE actively recruits and hires special education staff to meet the enrollment demand of each school. PSOE does not discriminate or discourage students with disabilities from enrolling or participating in school. PCH employs appropriately certified personnel to deliver special education and related services to all identified students with disabilities in accordance with their Individualized Education Plans. This includes the direct employment of personnel, as well as the use of contracted services.

- 5. Describe the coordination and integration of federal programs, under the schoolwide plan (if applicable), including:**
- a. • **A list of programs that will be consolidated or coordinated**
  - b. • **A statement that the district understands and is aware of consolidating funds, but does not participate in consolidation [Section A, Core Element 11] \***

Paramount Cottage Home understands and is aware of consolidating funds but does not participate in consolidation.

- 6. Describe how your school coordinates and integrates federal, state, and local funds and resources, such as in-kind services and program components [Section A, Core Element 11] \***

Paramount Cottage Home uses state basic grant dollars for the majority of the general operating expenses. This basic grant is supplemented by the state charter facilities innovation grant at \$1250/student. Next, federal Title funding from Title grants provides supplemental support that extends the impact of regular school programs. PCH also uses a 21st Century Community Learning Centers grant to round out support and after-school programs. PCH receives very little philanthropic income (under 10K annually) and receives little if any, in-kind services.

- 7. Describe plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program [Section A, Core Element 11] \***

Paramount Cottage Home does not have a preschool program.

- 8. Describe how effective and on-going professional development for teachers, principals, and paraprofessionals is used to improve instruction and use of data from academic assessments [Section D-2] \***

The staff professional development calendar is set each year by the network academic team in collaboration with PCH school leader. The professional development approach at PCH is a hybrid of network opportunities and site-level needs. At the network level, PSOE integrates the career pathway program which allows staff members to choose the career cohort that best fits their needs. In addition, the PSOE network academic team norms weekly strategic planning

sessions with teachers which allows weekly data and standards breakdowns to be shared across the network.

At the site level, PSOE leaders integrate the PSOE teacher coaching system and norm all data meetings. School leaders have site-level autonomy to create additional professional development that is based on school data and needs.

**The comprehensive plan is consistent with, and is designed to implement state and local improvement plans, if any.**

Our plan follows all required state and local guidelines where applicable. As a Mayor's Authorized Charter School, PCH will follow all city directives for operations. But, as a charter school, PCH does not receive any public tax or referendum income related to local improvements.

This plan is posted on the school's website