

PART 1

Statement of School-Wide Title I Assurances

GES School-Wide Plan:

- Was developed in consultation with the LEA.
- Was developed in consultation with the school improvement team.
- Was developed in consultation with teachers and parents.
- Has taken into account the experience of model programs and relevant research so services may be most effective if focused on students in the earliest grades.
- Provides a program that supplements-not supplants.
- Is a comprehensive plan for reforming the total instructional program.
- Has adopted challenging content and student performance standards.
- Shows commitment by the staff to provide supplementary services to those students that are at risk of failing to meet performance standards (levels 1 or 2 on EOGs).
- Focuses on school needs and justifies with needs assessment data.
- Provides for the collection and disaggregation of data on the achievement and assessment results of students.
- Has a list of Federal, State and LEA programs that will be included in the schoolwide program.
- Provides for individual student assessments.
- Describes how interpretation of individual student assessment results will be provided to parents.
- Describes strategies used to implement programs, activities, and procedures for involvement of parents consistent with provisions in Title I law.
- Describes strategies used to provide for professional development.
- Describes instructional strategies and staff development that are scientifically research-based.

I hereby certify that our school's Schoolwide Title I Plan has incorporated the above assurances and this inclusion has been documented and is on file at the school.

Principal's Signature

School Improvement

Chairperson's Signature

Title I Contact Signature

School-Wide Title I Plan

2020-2021

Part 2

Please note that this information is up to date as of October 2020, but is subject to change as we work through educating during COVID-19.

School: Dr. W.T. Griggs Elementary

1. Under section 1114(b) of Title I, a schoolwide program must include the following ten components. Provide a summary of how you plan to address each component. Your School Improvement Plan should incorporate these components for the Comprehensive Needs Assessment:

A. Student Achievement

Dr. W. T. Griggs School's data is compiled from various instruments. Assessments typically include the following however, these may not be applicable for the 2020-2021 school year due to COVID. End of Grade (EOG) testing, Check-Ins, K-2 Math Assessments, MClass TRC Assessments, Kindergarten Entry Assessment, Passports for Learning, Schoolnet Assessments, teacher made assessments, teacher observations, common formative assessments, cooperative activities, projects and presentations that may include differentiated instruction. All assessments are used to help drive classroom instruction to ensure the success of all students as well as to identify groups for remediation and enrichment.

B. Instructional Programs (based on scientifically researched programs)

Instructional Programs/ Interventions based on scientific research implemented by Griggs Elementary include: Guided Reading using Jan Richardson Next Steps to Guided Reading lesson plan with Footprint multi copy books, Reading 3-D (grades K-3), The RISE intervention program, Raz Kids, Schoolnet (grades 3-5), Kindergarten Entry Assessment, Reading Recovery, Jan Richardson, Reading A-Z, Lucy Calkins Writer's Workshop, Reading Foundations, Letterland (K-2), Dreambox, Espark, Passports Math Sets in 4th and 5th, student led conferences, and one to one and small group remediation or enrichment. Programs also available for use are Empowering Writers and Engage NY. The Sanford Harmony program will be used to address the social emotional needs of the students.

All teachers are given a planning block each day during the time that students participate in Music, Art, Computer Lab, and Physical Education. Grade level professional learning communities (PLC) meet weekly to provide student support, instructional guidance, and to plan lessons that target individual student growth and strengthen Core Curriculum instruction. Teachers and administrators will monitor students' progress monthly after grade level common assessments are administered. Growth data will be collected and analyzed through the Data Committee, Vertical Planning Teams, and through the Problem Solving Team/ MTSS Process. After each

benchmark assessment, a planning block will be provided for teachers and administrators to drill deeper into the data.

C. School Organization

The 2020/2021 faculty includes the principal, part-time assistant principal, one full time office personnel, one full time custodian, one part time custodian, two full time teacher assistants, one part time teacher assistant, 16 classroom teachers (including 3 Pre-K classes that both include a pre-k class TA), one EC teacher, one EC teacher assistant, one physical education teacher, one Title I instructional support teacher, one media coordinator, one part time nurse. The following staff are shared with other schools; counselor, academically intellectually gifted (AIG) teacher, psychologist, art, music, computer, instructional coach, ESL, and speech therapist. The occupational therapist and physical therapist services students through a contracted private company. At this time, plans are being made to continue our partnership with the local YMCA by offering an after school program run by YMCA staff, however, this will be determined as we work through COVID.

Due to COVID 54 Griggs PreK-5 students are participating remotely in the Virtual Learning Academy for the 2nd nine weeks. Two teachers are teaching in the Virtual Learning Academy. For those teachers who are teaching the remote students.

All classes at Griggs Elementary are heterogeneously grouped. Students in grades K-2 remain in their homerooms for all subjects. There are two Pre-K classes along with 2 kindergarten, 2 first grade, and 3 second grade classes. Students in grades 3-5 take part in departmentalized classes in reading, math, science, and social studies typically. We have two third grade classes, fourth grade classes, and fifth grade classes.

Students placed in the Exceptional Children’s Program are served in the setting which is most appropriate for them. Students identified as exceptional are served as specified in their IEP, and most identified student’s needs are met through service in the resource room through pull out instruction.

| Grade | Number of Teachers | Number of Students | Classroom Instruction | Assistants |
|----------------------|--------------------|--------------------|--|------------|
| Exceptional Children | 1 Full Time | 20 | Pull out services | 1 |
| Title 1 | 1 | School wide | Reading Recovery and one on one or small group pull out | 1 |
| AIG | 1 | 2nd-5th:24 | Enrichment aligned with the classroom and the new NC Core Curriculum | 0 |

| | | | | |
|--------------|---|----|---------------------|-----------------|
| EC Pre-K | 1 | 5 | | 1 |
| NC Pre-K | 1 | 16 | NC Pre K Curriculum | 1 |
| Kindergarten | 2 | 42 | Regular Curriculum | Shared with K-1 |
| First Grade | 2 | 30 | Regular Curriculum | Shared with K-1 |
| Second Grade | 3 | 43 | Regular Curriculum | |
| Third Grade | 2 | 35 | Regular Curriculum | |
| Fourth Grade | 2 | 35 | Regular Curriculum | |
| Fifth Grade | 3 | 44 | Regular Curriculum | |

D. Parental Involvement

Traditionally, Griggs prides itself in the numerous events we host, aimed at parental involvement. However, due to COVID, visitors are discouraged from entering the building and events that would draw large crowds have been postponed.

Parent/teacher conferences are planned district wide twice per academic year with additional conferences held as deemed necessary by teachers or parents. The current plan is for these to be held in a virtual platform using Google Meet.

Parents will be invited to attend the School Improvement Team meetings in a virtual platform. Parents are nominated by the SIT team.

Parents are kept informed of school news and events through teacher correspondence, Google Classroom, emails, Class Dojo, monthly newsletters (In SIP), teacher websites, newsletters, phone messages, social media, and a marquee board.

Professional Development (scientifically based research)

Professional Development has been at the forefront this academic year as we transitioned to and from remote learning. Weekly PD at a County level, in grade level cohorts, and at the building level has been offered weekly and will continue to be built in weekly as

we return to learn.

School-wide reform strategies: Explain how they meet the needs stated above.

Students that are not meeting grade level benchmarks will be identified through the following:

- Alternate rankings of each homeroom class to target the lowest performing students in reading.
- K-3 MClass benchmark assessments, monthly progress monitoring.
- 4th grade BOY Mclass benchmark
- Read to Achieve data
- Reading Recovery assessment (Observation Survey) was administered to the lowest 33% of all first graders based on the Alternate Rankings completed by their Kindergarten teachers the previous spring and participation in spring virtual learning.
- English as Second Language (ESL) students are screened using a parent questionnaire. Students are assessed by an ESL teacher to determine if they qualify for language support.
- Homebase Schoolnet Assessments
- K-5 cluster unit assessments
- NC Math and Reading Check-Ins (Reading grades 4&5; Math grade 3,4 & 5)
- Dreambox assessments
- Espark

In order to meet the needs of our low performing students, GES will utilize the following strategies:

- Teachers and support staff will use the PLC grade level planning meetings and data meetings to plan differentiated activities. Instruction will be provided in person with the possibility of virtual within the regular classroom (inclusion) or pull out in a resource setting.
- Students identified as ESL will receive services from the county ESL Teacher and/or from Title I.
- Read to Achieve data
- Reading Recovery to help the lowest first grade readers catch up to their peers.
- RISE intervention program
- Additional support from Title I will be provided in the area of reading for all grades

Rationale and Process

The Leadership team meets twice a month and serves as the decision making body for the school. Representatives from all disciplines are on the team, as well as parents who are invited in. The leadership team drives the creation of the School Improvement Plan and from there, the areas of needs in the school. Sub committees then break out from there as needed.

During weekly PLC meetings, staff meet with administration to analyze data, deepen their understanding of the standards, and to create lesson plans reflecting this.

A Reading Recovery teacher implements one-on-one reading instruction to the lowest first grade students and also serves as an instructional support for K-2. A Title 1 TA works with students in grades 3-5 to help facilitate reading instruction.

The Reading Recovery teacher will oversee the implementation of the RISE program. The program consists of 4 teachers using the RISE program and materials to advance 16 students who are behind grade level. The program will last 6-8 weeks. It will begin in 2nd grade and then will be used in first grade with the possibility of other grades in the spring of 2021.

The media center is an integral part of the literacy program. The media specialist plans collaboratively with each grade level, providing skills for students as needed and also purchases materials that support the school's literacy focus. A schedule will be created to ensure that all students have access while socially distancing.

2. How do you ensure instruction by a “highly qualified” professional staff?

All staff working with students at W. T. Griggs Elementary School are highly qualified. Staff members are encouraged to attend college classes, professional conferences, workshops, and school and system professional learning classes. We continue to strive to enhance our professional skills.

3. How do you provide high quality and ongoing professional development? (give examples of what your school will do and state how you will evaluate it.)

Staff continues to attend professional development virtually on the following initiatives that drive instruction; differentiated instruction, Positive Behavior Instructional Support, student behavior management program, MClass training and refreshers, and technology in a virtual education environment.

Our Reading Recovery teacher is required to participate in continued professional development with 6 meetings scheduled each year as well as two colleague visits throughout the year. These have taken place virtually in August, September, and October will be rescheduled due to return to learn. The colleague visits have been suspended for the time being. The Reading Recovery teacher also attends a 2 day Reading Recovery conference in January (at this time, it is not clear if this will be a requirement for 2020-2021). These initiatives will be evaluated through a variety of assessments and evaluations, as well as through teacher's lesson plans,

principal observations, student work portfolios, behavioral referrals, and student achievement data.

4. What strategies do you use to attract highly qualified teachers to your school and support them once they arrive?

We collaborate with universities to offer volunteer and student teaching opportunities for education majors. We also incorporate a Mentor Support System, as needed by staff members. The staff participates in the visitation of other classrooms, both within our school and other schools within our district, to view best teaching practices. This has also been offered if staff wishes to visit a school that has reopened to see an educational setting with increased safety measures recommended by the state and the CDC. PLC meetings are held regularly to facilitate collaboration. We have a common culture and language that is transparent throughout the school. These opportunities and initiatives are aimed at supporting new staff to the level of support that they require.

5. How do you include teachers in decisions regarding the use of assessments that impacts students and improve the overall instructional program.

Teachers create and use assessments to determine who needs additional instructional support or enrichment. They also plan how to best utilize resources including personnel, to maximize the benefit within their classrooms. In grades 3-5 teachers are giving one formative common math assessment after each cluster to use in instructional decision making. Teachers are also using quarterly district-wide assessments. They are encouraged to provide feedback and offer suggestions about how these assessments can be improved upon for the following school year. Teachers serve on the Problem Solving/MTSS Team, the School Improvement Team, and various other committees that make decisions for most school issues. In addition, teachers are often given a chance to respond to activities, needs, and other items through anonymous surveys.

6. Name at least four strategies you use to increase parental involvement.

- **In a typical year, we strive to have a variety of events focused on bringing parents together to collaborate with the school, however, this year these initiatives have been halted and instead we are focused on working together with families to best support them in a virtual manner.**
 - **While we are not able to have the traditional parental involvement activities, we feel that parents have been more engaged than ever in their children's learning as their children are home and parents have had to assist in learning. This has made the level of teacher/parent communication higher than ever before.**
1. We have school wide implementation of Goolge Classroom. This is our most used method of communication for both students and parents. All assignments and work is found here and is submitted. The program allows for teachers to communicate with families about the child's work and classroom performance.
 2. We have school wide implementation of Class Dojo. This tool has allowed for parents to receive important school level and classroom communication. School personnel are easily able to reach out to parents in real time to quickly get feedback and

answer any questions families may have.

3. We are planning a Title 1 night for the spring aimed at increasing parental involvement in the area of Language Arts. At this time it is unknown if this event will be held in a traditional manner or virtually.
4. We are planning ways to have virtual assemblies and programs for both children and parents to participate in both synchronously and asynchronously.

7. What transition strategies does your school provide?

In a traditional school year, we are very focused on ensuring that our students have plenty of time to transition to the next grade level with the least amount of disruption. We especially are aware of ways we can ease transitions of kindergarteners and middle schoolers. However, this year we have been unable to use traditional transition approaches and it is unclear if any of those transitions will be used this year.

In August, we offered in-person orientation and also drive through orientations. During this time, families made appointments with their teachers and came to the school to meet their teachers and receive their chromebooks and other educational materials deemed necessary for virtual learning.

With the return to in person learning, a virtual orientation will be held for those students who will have new/different teacher assignments than during the first semester of virtual learning. This will be done in one on one Google Meets with the teacher, child, and their parents/guardians.

8. What programs and activities do you provide for children experiencing difficulty (at risk, 1's and 2's)?

In the classroom, teachers use the data provided by Mclass and progress monitoring to decide exactly what each child needs specific help in. Mclass provides research based interventions for all areas that are assessed and teachers use these to improve their student's performance.

This year at the school level, we are compiling data from MOY 19-20, spring virtual levels, participation in Operation Jumpstart, BOY, and virtual participation, so ensure that we are meeting all students current needs and that no child slips through the cracks as we transitioned to and from in-person, virtual, and back to in-person learning.

A Title 1 teacher serves as instructional support and works with grade level teachers to flexibly group students to help provide small group skill based instruction. The Title 1 teacher also serves as a Reading Recovery teacher concentrating on first grade students who are at risk in reading.

The following is an explanation of the Griggs' School Problem Solving/MTSS Team. While we will be returning to this model at some

point this year, our current goal is looking at all students and their needs. We will have to take some time to decipher if difficulties are due to virtual learning and can be addressed once we are in person, or is it an inability to understand the concepts taught and then they will receive remediation.

The MTSS team consists of grade level teachers, guidance counselor, Title I teacher, county therapist (when available), and the principal. The team meets as needed based on children's needs. A data day is held every 6-7 weeks to look at the ongoing needs of the students in the tiered process. The English as a Second Language program focuses on students needing support in addition to the regular classroom. Classroom teachers analyze data to drill back to the student's area of deficit, group students across grade levels, use rotations in reading and math, and utilize all available staff to assist in creating small group instruction to provide more support for struggling learners. Intervention time was built into the master schedule this year. One block is for Tier 2 and the other for Tier 3. This is to allow teachers to meet with those children who are in need of additional support.

9. How does your school coordinate and integrate other Federal, State and local services?

At Griggs Elementary School we utilize Federal, State, and local services in many different areas. Local churches, businesses and individuals provide book bags, supplies, and assist with families in need within our school. Students are identified and screened in the Head Start and NC Pre K programs and the students that have been identified as Exceptional Children continue their educational needs once they start Kindergarten.

The following is a list of the partnerships that we typically have. Some have already reached out and offered services in a virtual platform. It is unknown going forward if these collaborations will take place and if so in what platform and to what extent. We partner with The 4-H in conjunction with the Cooperative Extension provide students with Food Backpacks weekly. The Whalehead Club and Heritage Park, Coinjock American Legion, CCHS and CCMS Jazz Band and Chorus, the US Coast Guard in Elizabeth City, North Carolina Wildlife, and North Carolina Department of Game and Fishery provide learning opportunities for our students. Field trips to various locations such as The Museum of the Albemarle, the NC Aquarium, and the Norfolk Zoo, are taken and the presenters align the information with our Core Curriculum and NC Essential Standards. Our staff is trained yearly in asthma awareness care and management through the North Carolina Public Health Department and Albemarle Hospital.

School Improvement (Planning) Team Members and Titles that consulted together to design the Title I Schoolwide Plan:

| Name | Role |
|--------------|---------------------|
| Angel Lasher | Principal |
| Kristy Ryan | Assistant Principal |

| | |
|----------------------|---------------------------------------|
| Tanya Talley | EC Representative |
| Stacy DeSalsi | 3-5 Representative/Co-Chairperson |
| Cindy Bell | K-2 Representative/PBIS |
| Maxine Staats | Pre-K Representative |
| Pam Younger | Specials Representative |
| Melissa Wallace | Instructional Support -Co-Chairperson |
| Emily Forehand | Title 1 Representative |
| Tonya Holt | Parent |
| Melissa Stikeleather | Parent |

Describe how all teachers and parents were involved in the design of this plan.

The School Improvement Team met virtually to review parent involvement and Title I service delivery. The team determined that in a traditional school year, we have many parents who participate and who are involved in opportunities through volunteering, special events, and meetings.

In reviewing Title I services, we typically will target students based upon student performance and teacher recommendations. We will continue to do this throughout this school year, but will also include data from virtual learning as a consideration.

All staff members had an opportunity to be involved in the process of updating the plan, all input was considered by the School Improvement Team, and lastly all staff members participated in a vote to accept the current Title I plan as a part of our overall School-wide School Improvement Plan.

Describe how the school will use Title I, as well as other resources, to implement the school-wide components.

Reading Recovery will be provided for first grade students identified through grade level screening. Instructional support staff will establish literacy/math groups, and provide one-on-one instruction to further enhance skills and students' learning. This will be delivered both in person and in a virtual manner. Teacher assistants, special teachers, and tutors will be utilized to support instruction in the classroom specifically during enrichment. Groups and/or specific needs are determined based on data derived from assessments.

How are assessment results reported to parents?

Parents are informed of their child's performance through conferences, agendas, progress reports, Class Dojo, Google Classroom, report cards, phone calls, emails, and notes home. Parents are provided a copy of their child's End-of-Grade Test scores along with an explanation of those scores. Parents will be given Mclass scores at the middle of the year and the end of the year through a generated data sheet. Parents are encouraged to confer with their child's teacher regarding results of the state's mandated assessments if they have questions or concerns. Parent portal for Homebase access has been established so that parents can be up to date on child's grades.

Describe how you will provide for individual student assessments. How will you evaluate the students at each grade level? Be specific. Beside each grade level state how those students will be based for learning mastery.

Kindergarten: Students in Kindergarten were assessed before the school year when they came in for their orientation to begin to determine how to better meet their needs. Benchmark Assessments are used three times a year for MClass and students are progress monitored as needed. The Lucy Calkins approach to writing is being used district wide this year. Kindergarten will use the NC Early Learning Inventory (ELI), formerly known as KEA, to track student progress.

First Grade: Benchmark Assessments are used three times a year with MClass and students are progress monitored as needed. The Lucy Calkins approach to writing is being used district wide this year. In addition, students are assessed after each cluster in Math.

Second Grade: Benchmark Assessments are used three times a year with MClass and students are progress monitored as needed. In addition, students are assessed after each cluster in Math. The Lucy Calkins approach to writing is being used district wide this year. At the end of the 19/20 school year the Cogat was to be given to second grade students. However, due to the Covid Pandemic Protocol, Cog-AT AIG testing plans for the six CCSS elementary schools are not secured at this time. The AIG PLC Team (in keeping with the AIG District Plan) desires to test current 2nd grade students and former 2nd grade students (now in 3rd) in the Spring of

2021.

Third Grade: Benchmark Assessments are used three times a year with MClass and students are progress monitored as needed. Schoolnet will also be used to assess and monitor student progress. Teacher made summative and formative assessments will be used to monitor retention of skills and information learned. The Lucy Calkins approach to writing is being used district wide this year. Check ins are given once every 9 weeks to measure math progress. Third grade also participates in the state End-of-Grade assessments in the areas of Reading and Math, however, it is unknown how this will take place this year due to COVID. Third graders also participate in Read to Achieve, which is implemented by DPI.

Fourth Grade: All Fourth grade student's reading levels will be assessed in MClass the first 10 days that they return to in person learning. Passports for Learning assesses 4th graders on the standards taught in the grade level before. It is used for grouping students in small groups to help with areas they did not perform well in from the previous grade. The Lucy Calkins approach to writing is being used district wide this year. Schoolnet will be used to assess and monitor student progress. Teacher made summative and formative assessments will be used to monitor retention of skills and information learned. Check-Ins are given every nine weeks to monitor progress. Fourth grade is expected to participate in the state End-of-Grade assessments in the areas of Reading and Math, but at this time it is unknown how this will take place due to COVID.

Fifth Grade: Check Ins are given every 9 weeks to monitor progress in ELA, Math, and Science. Passports for Learning assesses 5th graders on the standards taught in the grade level before. It is used for grouping students in small groups to help with areas they did not perform well in from the previous grade. The Lucy Calkins approach to writing is being used district wide this year. Schoolnet will be used to assess and monitor student progress. Teacher made summative and formative assessments will be used to monitor retention of skills and information learned. Fifth grade is expected to participate in the state End-of-Grade assessments in the areas of Reading and Math and Science, but at this time it is unknown how this will take place due to COVID.

School-Wide Title I Plan Plan of Action 2020-2021

PART 3 – Page 1

School: Dr. W.T. Griggs Elementary School

School Prioritized Plan

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the new project year that have the greatest likelihood of

ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State's academic assessments. Describe three to five prioritized program goals that address identified needs. NOTE: These program goals should be included in the school's comprehensive plan for improvement and do not alone constitute a Title I plan.

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| Student Achievement Goals. Include Targeted Subgroup(s) | Action Step(s) | Assessment(s) and/or Other Measures Used to Determine Outcome | Timeline of Evaluation Including Interim and Final | Professional Development Needed to Support the Action Step(s) | Parental Involvement Needed to Support the Action Step(s) |
|---|--|--|---|--|--|
| <p>Goal 1: 80% of students in Kindergarten through second grade will meet expected growth in the area of reading as measured by the appropriate grade level assessment:</p> <ul style="list-style-type: none"> ● K: TRC will increase by 4 levels (PC-RB-A-B-C) ● 1st: TRC will increase by 5/6 levels (D, E, F, G, H/I) ● 2nd: : TRC will increase by 3 levels (I, J, K) | <ul style="list-style-type: none"> * Jan Richardson Guided Reading * Lucy Calkins Writing Units * County PD trainings * PLC's and common plannings * Provide research based interventions * Develop and administer common formative assessments * 90 minute reading block * Espark | MClass TRC | BOY (9/20) MOY (1/21) EOY (5/21) | <ul style="list-style-type: none"> *PLC (common planning time) *Continued support/ training with Amplify Reading 3D and progress monitoring *Continued support &/or professional development for effective & research based interventions *Continued support with MTSS process and paperwork | Conferences Class Dojo and Google Classroom Communications |
| <p>Goal 2: Students in first and second grade who are 6 months behind grade level will raise their reading level by participating in the RISE program in 8 weeks by the following: 1st: TRC will increase by 3 levels. 2nd: TRC will increase by 2 levels</p> | <ul style="list-style-type: none"> *Jan Riichardson and Ellen Lewis RISE program and materials. * Planning and focused PD/Pioneer Valley Office Hour videos | MClass TRC Running Records | Fall 2020 8 week round for 2nd graders Spring 2021 8 week round for 1st graders. | RISE material implementation guides Pioneer Valley training modules and office hours | Conferences and Classroom Dojo to keep parents up to date with student progress. |

| <p>Goal 3: Using fourth and fifth grade ELA NC Check-ins:</p> <ul style="list-style-type: none"> • Students scoring at 70% or higher on NC Check-ins grade 4 will increase from 55.8% to 80% by the end of the year. • Students scoring at 70% or higher on NC Check-ins in grade 5 will increase from 68.8% to 80% by the end of the year. • (70% score done because more than 3 questions missed put student lower than 80%) | <ul style="list-style-type: none"> * Jan Richardson Guided Reading * Lucy Calkins Writing Units * County PD trainings * PLC's and common plannings * Provide research based interventions * Develop and administer common formative assessments * Cluster grouping across grade levels and co-teaching * 90 minute reading block * Scholastic Assessment Kits (%) | | | <ul style="list-style-type: none"> *PLC (common planning time) *District Literacy Coach with mini PD sessions by grade level *Every 6 weeks, MTSS check-in meetings *Continued support/ training with Amplify Reading 3D and progress monitoring *Continued support &/or professional development for effective & research based interventions | Conferences | | | | | | |
|---|--|---------------|---------------|---|---------------------|-------|--|--------------------|---------------|--|--|
| <p>Gaol 4: Reading Recovery will service the lowest performing first graders based on K reverse ranking, BOY and MOY MClass data, and teacher recommendations. Discontinuation rate of 80% is the goal with 8-12 students being serviced in a school year.</p> <table border="1" data-bbox="113 1338 676 1507"> <thead> <tr> <th>School yr.</th> <th># of students</th> <th>Discont. rate</th> </tr> </thead> <tbody> <tr> <td>17-18</td> <td>9 students in Rd1&2</td> <td>44.4%</td> </tr> </tbody> </table> | School yr. | # of students | Discont. rate | 17-18 | 9 students in Rd1&2 | 44.4% | Daily Reading Recovery lessons. Teacher leader visits Behind the Glass | Observation Survey | BOY, MOY, EOY | Monthly ongoing RR PD Behind the Glass Reading Recovery Conference Reading Recovery Council membership Ohio State site visits Reading Recovery Journal | Conferences Daily parent communication log Classdojo messages Monthly teacher updates |
| School yr. | # of students | Discont. rate | | | | | | | | | |
| 17-18 | 9 students in Rd1&2 | 44.4% | | | | | | | | | |

| | | | | | | | |
|-------|--|-----|--|--|--|--|--|
| 18-19 | 11 students in Rd1 &2 | 45% | | | | | |
| 19-20 | 4 students Rd1 (Rd 2 students did not have a complete program due to COVID closures) | 25% | | | | | |
| 20-21 | 4 students Rd1 | | | | | | |

PART 4: PARENTAL INVOLVEMENT (Assurances) Section 1118 of the No Child Left Behind Act (NCLB):

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff,

and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —
 - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - (B) frequent reports to parents on their children's progress; and
 - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) **BUILDING CAPACITY FOR INVOLVEMENT-** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
- (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) **ACCESSIBILITY-** In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

An assurance is hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will ensure that each of the required components referenced above shall be included in the LEA Parent Involvement Policy and the School Parent Involvement Policy for each school served with Title I funding.

Signature of the Principal

Date

**School-Wide Title I Plan
Parental Involvement
2020-2021**

**PART 4 – Parent Involvement
Plan**

School: Dr. W.T. Griggs Elementary School

Date 10/7/20

Describe each parent involvement activity and training opportunity that will take place during the 2019-2020 school year. Do not include the Parent Center Activities because these are in addition to what the school must provide for parents. Two activities that must be included on this form are (1) the annual meeting to inform parents of their school's participation in Title I programs and (2) the meeting where parents have an opportunity to have input into the writing of the parent involvement policy and the school-parent compact. **You must spend the Parent Involvement allotment on PARENT INVOLVEMENT.**

| Type of Activity/Workshop | Grade Level | Description of Activity (You may spend more but not less) | Month Activity To Take Place | Title I Funds budgeted for the Parent Involvement Activity/Workshop |
|---------------------------|-------------|---|------------------------------|---|
| Open House | All | Families were able to choose virtual, in-person, or drive through Open House the week of August 17, 2020 | August 17, 2020 | |
| Virtual Orientation | All | Parents are invited to attend a virtual meeting with their child's teacher, if their child has been assigned a new teacher for return to learn. | October 21, 2020 | |

| | | | | |
|--|-----|---|-------------|---|
| Field Day *As allowed with COVID restrictions* | All | Students will participate in play based activities to celebrate the year end | May 2021 | • |
| Title 1 District Stakeholders Meeting | All | Parents are invited to attend a district elementary Title 1 meeting to discuss how funds are allocated and make decisions regarding the implementation of Title 1 in our school system. | Spring 2021 | |
| | | | | |

**PROFESSIONAL DEVELOPMENT
2020-2021
PART 5**

If all teachers are highly qualified the school does not have to set aside professional development funds. Schools in School Improvement MUST set aside 5% of their Title 1 allotment. If the school uses Title 1 Professional Development funds, please complete Part 5.

School: Dr. W.T. Griggs Elementary School

Professional Development Funds:

Please list and briefly describe professional development activities for school year 2020-2021 no matter the funding source. Keep in

mind that all initiatives must be research-based. *Activities should reflect Comprehensive Needs Assessment.*

County wide, district led cohort Professional Development weekly.

Digital Learning Competencies

Google Suite PD ongoing

Espark training

Olweus Training

Reading Recovery monthly PD

**School-Wide Title I Plan
Professional Development Plan
2020-2021**

PART 5 – Page 1

School: Dr. W.T. Griggs Elementary School Minimum Funds _____

Date _____

These activities should be of high quality, sustained, intensive and classroom focused. Include a specific list and description of **all** professional development activities that will be paid for with your school's Title I funds. **These activities must be designed to improve the quality of instruction to enable children to meet the State's challenging standards in communication skills and math. (If the activity is not listed below it can not be paid for with Title I dollars.)**

| Workshop Title (Be specific) Describe Workshop | Who and how many will attend? | Dates and Location | Title I Funds budgeted for the Workshop |
|---|-------------------------------|--------------------|--|
| | | | <ul style="list-style-type: none"> • Substitute pay \$ _____ • Social security cost for substitute \$ _____ • Teacher Asst. Salary \$ _____ when substituting • Social security cost for Teacher \$ _____ Asst. substitute • Retirement cost for Tchr. Asst. Sub. \$ _____ • Workshop Expenses (Travel, hotel, meals, registration fee, etc.) \$ _____ |

| | | | |
|--|--|--|--|
| | | | <ul style="list-style-type: none"> • Stipend for staff as workshop participant \$ _____ • Social security cost for stipend \$ _____ • Retirement cost for stipend \$ _____ • Contracted Services \$ _____ • Supplies & Materials \$ _____ Total for Workshop \$ <u>0</u> county |
|--|--|--|--|