This template must be completed in preparation for entering your Strategic Plan into the GPS system. Once this template is complete, the information can be copied and pasted into the GPS system by those trained in how to access and use the program.

Those completing the template are only to type in the blue sections.

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| **Strategic Planning Team** | | |
| **Must include an administrator, professional staff, service staff, a parent representative, and a school partnership representative** | | |
| **Member Name** | **Title/Role** | **Email Address** |
| Rochelle Chenoweth | Principal | rmchenow@k12.wv.us |
| Nicole Herron | Title 1 Teacher/AR Chair | nherron@k12.wv.us |
| Stephanie Bender | Business Owner/Community Member | bendersbees@yahoo.com |
| Kay Curnutte | Title 1 Teacher/PBS Chair | ecurnett@k12.wv.us |
| Schell Hopwood | Grade 2 Teacher/Curriculum Comm. Chair | srhopwoo@k12.wv.us |
| Patricia Lambert | Grade 4 Teacher/Technology Chair | ptlamber@k12.wv.us |
| April Coffman | Grade 3 Teacher/LSIC Chair | acoffman@k12.wv.us |
| Allison Mullenax | Special Education Teacher | admullenax@k12.wv.us |
| Cindy Brown | Parent | browncynthia07@yahoo.com |
| Linda Burgess | Secretary | Linda.burgess@k12.wv.us |
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| **Mission & Core Beliefs** |

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| **Mission** |
| The mission of Jennings Randolph Elementary School is to develop lifelong learners by working in partnership with students, families, community members, staff and administration. Motto:  Students First! |

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| **Core Beliefs** | |
| 1. | 1. We believe in providing a physically and emotionally safe learning environment. |
| 2. | 2.  We believe that all educational and community members share a partnership in learning. |
| 3. | 3. We believe all students should be held to high academic goals in accordance with West Virginia Educational Standards |
| 4. |  |
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| **Demographic Data** |
| On the lines below, list the Demographic Data Sources reviewed. In the box at the bottom of the page, note data trends, their root causes, and the impact they have on the student population and the school community. |

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| **Demographic Data Sources** | |
| 1. | Title 1 Surveys |
| 2. | Counselor and Development Guidance Data |
| 3. | Professional Development Records |
| 4. | I-Ready Math and Reading Benchmark & Progress Monitoring Data |
| 5. | Intervention Logs |
| 6. | SAT referral data |
| 7. | ELPA 21 and ELL reports |
| 8. | Extended Day data |
| 9. | Homeless Data |
| 10. | Foster Care Data |
| 11. | Students raised by grandparents |
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| **Demographic Data Trends, Root Causes and Impact** |
| Gender data has JRES at 50.51% female population. The State and County % is 48.  94.69% of the students at JRES are white. The State % is 89.30 and the County % is 95.88.  60% of JRES students are considered economically disadvantaged. This compares to 48.90% County and 47.92% State  Foster Care Data – 5.71% JRES (3.62% County and 2.27% State)  Students with Disabilities – 17.96% JRES; 19.13 County; 10.31% State  These results influence our Title 1 home-school connection activities. These results also impact classrooms. During this time of Covid-restrictions and distance learning, the impact of this data has been evident - Lack of technology, Wifi, assistance on work, food, etc. |

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| **ELA Academic Data** |
| On the lines below list the ELA Data Sources reviewed. |

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| **ELA Data Sources** | |
| 1. | I-Ready ELA Benchmark data |
| 2. | I-Ready ELA Progress Monitoring data |
| 3. | Intervention Logs |
| 4. | SAT Referral Data |
| 5. | ELPA21 and ELL reports |
| 6. | Extended Day Data |
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| **ELA Academic Data** |
| In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy. |

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| **ELA Improvement Strategy Currently in Place** | |  | **Description of Success of Strategy** | |
| 1. | **I-Ready** |  | 1. | Program allows progress monitoring, benchmark testing and daily skill practice. Special education students are performing below level, as expected. Data will be used to coordinate school-wide intervention program for accelerated learning and just in time learning  The Distance Learning and Blended Learning models have impacted the validity of the I-Ready assessments (August-January). The March-May benchmark data should be more reliable in planning interventions and classroom lessons for learning. |
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| 2. | **After School Enrichment Program** |  | 2. | Students who are at-risk are selected to attend sessions.  Math and ELA enrichment are provided.  Teachers measure growth using a beginning assessment and comparing it to an end of program assessment.  We have 5 teachers who will focus on primary grades. Due to distance and blended learning, we are finding large foundational gaps in these grades. |
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| 3. | **Title 1 & Small Group Classroom Interventions** |  | 3. | Teachers provide daily intervention based on I-Ready results and classroom assessment results. Title 1 teachers provide specialized reading intervention for the students requiring a more intensive program to achieve growth. |

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| **ELA Needs Assessment Summary** |
| Summarize the ELA data results below noting the root causes and what strategies will start, stop, or continue. |
| IReady Benchmark 2 data shows 38% of the students are working on grade level or above. 39% are one grade level below. 22% of the students are 2 or more grade levels below. At this point, the cause is believed to be loss of instruction due to Covid-19. Benchmark 3 data will be used to assess growth from returning to school 5 days a week to end of year. The county is working on an Accelerated Learning plan to begin in the 2021-22 school year. On the school level, we will continue to do interventions, classroom instruction, and the after-school enrichment program. |

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| **Math Academic Data** |
| On the lines below list the Math Data Sources reviewed. |

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| **Math Data Sources** | |
| 1. | I-Ready Math Benchmark data |
| 2. | I-Ready Math Progress Monitoring data |
| 3. | Intervention logs |
| 4. | Extended Day data |
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| **Math Academic Data** |
| In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy. |

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| **Math Improvement Strategy Currently in Place** | |  | **Description of Success of Strategy** | |
| 1. | **I-Ready** |  | 1. | Program allows progress monitoring, benchmark testing and daily skill practice. Special education students are performing below level, as expected. Data will be used to coordinate school-wide intervention program for accelerated learning and just in time learning  The Distance Learning and Blended Learning models have impacted the validity of the I-Ready assessments (August-January). The March-May benchmark data should be more reliable in planning interventions and classroom lessons for learning. |
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| 2. | **After School Enrichment Program** |  | 2. | Students who are at-risk are selected to attend sessions.  Math and ELA enrichment are provided.  Teachers measure growth using a beginning assessment and comparing it to an end of program assessment.  We have 5 teachers who will focus on primary grades. Due to distance and blended learning, we are finding large foundational gaps in these grades. |
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| 3. | **Math Intervention & Math 4 Life Grant** |  | 3. | **Classroom teachers and Title 1 teachers are using Daily 3, small groups, math talks and other strategies to reteach and to provide enrichment. Programs such as Moby Max, Reflex Math and other software programs are being utilized to build fact fluency.** |

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| **Math Needs Assessment Summary** |
| Summarize the Math data results below noting the root causes and what strategies will start, stop, or continue. |
| Based upon I-Ready Math Benchmark 2, 57% of the students tested scored in the yellow/below grade level range. 21% scored on or above level (green) with 22% scoring red/2 or more grade levels below. Benchmark 3 data will be used to review data and compare growth. Math instruction has been affected by the Covid-19 pandemic school closure.  The county is working on an Accelerated Learning plan to begin in the 2021-22 school year. On the school level, we will continue to do interventions, classroom instruction, and the after-school enrichment program. |

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| **ELL Academic Data** |
| On the lines below list the ELL Data Sources reviewed. |

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| **ELL Data Sources** | |
| 1. | ELPA 21 Screener |
| 2. | ELPA 21 Summative Assessment |
| 3. | ELL Teacher Observations |
| 4. | Classroom Performance |
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\*GPS Notes: This section is only to be completed by those schools with ELL students enrolled. Please consult with Title III Director and ELL teacher to complete.

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| **ELL Academic Data** |
| In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy. |

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| **ELL Improvement Strategy Currently in Place** | |  | **Description of Success of Strategy** | |
| 1. | Multiple Presentation Mediums Information is presented orally, with a translation device, in print, via pictures and graphic organizers, and with the use of manipulatives |  | 1. | This has helped to increase not only the students' academic performance, but also their listening and speaking proficiency as oral language is reinforced with imagery, tactile and kinesthetic clues. |
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| 2. | Intensive Vocabulary Instruction  In order to speak a second language fluently, a student must learn the vocabulary. Depending upon a student's level of proficiency, this instruction may start with basic object identification and progress through abstract concepts such as verb tense and conjugation. Instruction is reinforced by presentation through multiple mediums. |  | 2. | Students with the greatest improvement in vocabulary skills have shown the largest gains on the ELPA 21, as understanding the vocabulary is the key to speaking the language. |
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| 3. | Collaboration  The EL teacher not only collaborates with the students' classroom teachers but as she serves as a community language instructor, she also collaborates with the students' parents. She also ensures that her students collaborate extensively with their peers. |  | 3. | This strategy is highly successful as it provides support for all program parties: teachers, students, and families. Such collaboration ensures that everyone always has access to the resources and support they need. |

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| **ELL Needs Assessment Summary** |
| Summarize the ELL data results below noting the root causes and what strategies will start, stop, or continue. |
| Our ELL students continue to make steady progress. Due to the limited number of students in the program, our ELL teacher is able to provide them with intensive instruction focused to their specific needs. The intensive vocabulary instruction has been the most beneficial. |

\*GPS Notes: This section is only to be completed by those schools with ELL students enrolled. Please consult with Title III Director and ELL teacher to complete.

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| **High School Graduation and Student Success Data** |
| On the lines below list the High School Graduation and Student Success Data Sources reviewed. |

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| **High School Graduation and Student Success Data Sources** | |
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\*GPS Notes: This section is only to be completed by high schools.

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| **High School Graduation and Student Success Data** |
| In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy. |

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| **Graduation & Success Strategy Currently in Place** | |  | **Description of Success of Strategy** | |
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| 3. |  |  | 3. |  |

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| **High School Graduation and Student Success Needs Assessment Summary** |
| Summarize the Graduation and Student Success data results below noting the root causes and what strategies will start, stop, or continue. |
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\*GPS Notes: This section is only to be completed by high schools.

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| **Attendance & Behavior Data** |
| On the lines below list the Attendance & Behavior Data Sources reviewed. |

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| **Attendance & Behavior Data Sources** | |
| 1. | WVEIS Attendance data |
| 2. | ZoomWV data |
| 3. | WVEIS Behavior data |
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| **Attendance & Behavior Data** |
| In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy. |

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| **Attendance & Behavior Strategy Currently in Place** | |  | **Description of Success of Strategy** | |
| 1. | Level 1 Absence Monitoring & Contacts - Principal monitors absences daily. The secretary calls home daily. Teachers are to call home after the second consecutive absence. |  | 1. | This approach provides daily check-ins with the families. It allows for patterns of absences to be noted and addressed quickly. It has proven to be successful as it allows the school staff to speak directly with families to work on finding a solution. |
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| 2. | Level 2 Absence Monitoring & Contacts - School Based Probation Officer & Attendance Director contact families by phone and/or letter. |  | 2. | The SBPO meets with families. The Attendance Director files charges when absences reach an excessive number. The SBPO and school social worker have also been able to provide outside agency support to families who need help managing the home-school struggles. This has been successful in providing at-risk students with support and resources. |
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| 3. | REACH for Success Character Education - Whole School PBS |  | 3. | Teachers teach these values. The importance of good attendance and behavior are included in this instruction. Students are recognized through Shout Outs and Star Student awards for the traits of: Respect, Effort, Attitude, Cooperation and Honesty. Our WVEIS behavior data indicates a decrease in behaviors. |

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| **Attendance & Behavior Needs Assessment Summary** |
| Summarize the Attendance & Behavior data results below noting the root causes and what strategies will start, stop, or continue. |
| Based on ZoomWV data from March 2021, JRES has a 97.35% attendance rate. Chronically absent rate of 2.93%  As of April 12, 2021, 29 students have been tardy to school 3 or more times; 4 of those students have 10 or more tardies. Most of these late arrivals are from students grades PreK-2. The principal will focus more on communicating the importance of arriving to school on time via a BOY brochure, newsletters, PTO meetings, etc.  29 students have 3 or more unexcused absences. 4 of those students have 10 or more absences. Data review shows the majority of those students have high absences each school year. The principal will continue to work with the County Attendance Director and School Based Probation Officer to decrease these numbers.  When reviewing WVEIS behavior data, 15 students have had issues involving disrespectful conduct, aggression or failure to follow rules. 7 of those students have IEPs. 8 of those students are in grades K-2. 10 of those students have attended one or more elementary schools before coming to Jennings Randolph. 5 of those students have positive behavior support plans in place. 7 of those students have had home situations involving either living with a grandparent or having been removed from the home currently or recently. Work with the county behavior specialist, social worker and parent resource specialist will continue. The PBS program will be used school wide to teach and promote positive character traits. |

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| **Educator Effectiveness Data** |
| On the lines below, list the Educator Effectiveness Data Sources reviewed. In the box at the bottom of the page, note data trends, their root causes, and the impact they have on the student population and the school community. |

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| **Educator Effectiveness Data Sources** | |
| 1. | Teacher Attendance Rates |
| 2. | Professional Development records |
| 3. | Teacher Self Reflection and Evaluation Records |
| 4. | Achievement Data |
| 5. | Classroom Discipline Referrals |
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| **Educator Effectiveness Needs Assessment Summary** |
| **Summarize the Educator Effectiveness data results below noting the root causes and what strategies will start, stop, or continue** |
| The majority of the teachers at Jennings Randolph Elementary is veteran teachers. Based upon their most recent evaluations, they exhibit distinguished characteristics on the WV Evaluation System. For these teachers, continuing professional development to learn new strategies and to stay motivated will be important.  There is a first year teacher in first grade this year. She has a mentor teacher this year. Next year, she will continue to have the support of her PLC group and principal.  Teacher Absences (BOY – April 12, 2021 data):  0-3 days – 2 teachers  4-9 days – 7 teachers  10-19 days – 6 teachers  20+ days – 2 teachers  This data does not include professional leave but does include absences due to Covid quarantine.  Professional Development will continue to focus upon: trauma, effective classroom strategies, PAX/behavior training. PLCs and grade level collaboration will be held on a regular basis. The social worker has provided Wisdom Wednesday sessions to help with teacher burnout and to remind teachers of child trauma issues. |

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| **Educator Effectiveness Data** |
| On the lines below list the Professional Development opportunities that will be used to improve teacher efficacy and student success. |

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| **Professional Development Sessions** | |
| 1. | Kagan Training |
| 2. | Daily 3 and Daily 5 Training |
| 3. | Professional Learning Communities |
| 4. | Math 4 Life activities |
| 5. | ELA Textbook training |
| 6. | APL training |
| 7. | Accelerated Learning Strategies |
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**Notes Regarding GPS Requirements for Goals, Strategies, and Action Steps**

In the section that follows, you will list each Goal on a separate page with the Strategies and Action Steps for each listed directly below the corresponding Goal.

Please note that the GPS system requires you to list what Progress Monitoring Tools/Performance Measures you will use to assess your progress toward reaching the goal. These should be listed only once at the start of the Goal and not before each Strategy in the GPS system.

Action Steps Require a start and stop date (August 1st and June 30th of the current school year) and the people responsible for overseeing/carrying out the Action Step. If an Action step is continued from one year to the next, you can copy it, but you still must remember to go in and change the dates as it will copy those listed the previous year.

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| **Goal 1** |
| Jennings Randolph Elementary School students will demonstrate yearly ACADEMIC GROWTH of 5% in the areas of ELA and Mathematics as measured by formative and summative assessments. |
| What Progress Monitoring Tools /Performance Measures will you use to determine your progress toward meeting the goal? |
| FORMATIVE AND SUMMATIVE ASSESSMENT DATA: I Ready, IMA's, Classroom Teacher Reports, Intervention Logs, Classroom Observations, WVGSA, Moby Max, Reflex Math |

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| **Goal 1 Strategy 1** |  | **Goal 1 Strategy 2** |  | **Goal 1 Strategy 3** |
| Assure HIGH QUALITY INSTRUCTION by regularly evaluating student achievement, educator efficacy & curriculum quality using a variety of tools, strategies, & resources to improve teaching & learning. | Make DATA DRIVEN DECISIONS to drive teaching and learning by analyzing data sources to identify both strengths and weaknesses in student achievement |  |
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| **G1 S1 Action Step 1** | **G1 S2 Action Step 1** | **G1 S3 Action Step 1** |
| Use RESEARCH-BASED INSTRUCTIONAL  STRATEGIES to implement best  practices based on data analysis and using high-quality materials aligned with adopted curriculum. | Regularly conduct COLLABORATIVE ANALYSIS PLC and PLANNING SESSIONS (vertical/horizontal/departmental) to analyze data to identify both individual and large group strengths and weaknesses to improve both teaching and learning |  |
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| **G1 S1 Action Step 2** | **G1 S2 Action Step 2** | **G1 S3 Action Step 2** |
| Decrease LEARNING GAPS identified through data analysis by providing intervention to students showing delays while also modifying core instructional practices to address large-group deficiencies through the accelerated-learning plan | Regularly conduct DATA COLLECTIONS (PLC meetings, collaborative planning meetings, walk-throughs, observations, evaluations, formative assessment results, summative assessment results, etc.) in the areas of teaching, learning, and curriculum |  |
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| **G1 S1 Action Step 3** | **G1 S2 Action Step 3** | **G1 S3 Action Step 3** |
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| **Goal 2** | | | | |
| Jennings Randolph Elementary School will maintain HIGH EXPECTATIONS for all students, staff and stakeholders by implementing programs designed to improve, promote and recognize academic achievement and to increase teaching efficacy as demonstrated by academic & character recognition logs, PLC documentation and parent surveys. | | | | |
| What Progress Monitoring Tools/Performance Measures will you use to determine your progress toward meeting the goal? | | | | |
| Educator evaluation reports, I-Ready benchmark growth, midterms and report cards, Record of PD, PLCs and collaboration, Student-centered activities log (Student Council, REACH for Success recognition), Intervention Logs, Walkthrough data, Observation data, PTO & LSIC meeting notes | | | | |

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| **Goal 2 Strategy 1** |  | **Goal 2 Strategy 2** |  | **Goal 2 Strategy 3** |
| MONITOR TEACHING using a variety of formative and summative assessments designed to identify strengths and weaknesses in both student achievement and educator efficacy. | Place students in charge of OWN LEARNING by having them chart and monitor their growth on classroom assessment, I-Ready and other programs. |  |
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| **G2 S1 Action Step 1** | **G2 S2 Action Step 1** | **G2 S3 Action Step 1** |
| Hold PLC, grade level and department meetings to allow for collaboration and sharing of strategies and ideas for lesson improvement. | Implement shout outs and award recognition for students achieving goals |  |
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| **G2 S1 Action Step 2** | **G2 S2 Action Step 2** | **G2 S3 Action Step 2** |
| Teacher and principal review walk-through data, discuss observations & data to improve classroom management and lesson presentation. | Hold Parent Teacher Conferences to share data on student growth |  |
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| **G2 S1 Action Step 3** | **G2 S2 Action Step 3** | **G2 S3 Action Step 3** |
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| **Goal 3** | | | | |
| Jennings Randolph Elementary School will a create SAFE AND PRODUCTIVE LEARNING ENVIRONMENT by implementing policies and programs within our school and with community support, which will address our AT-RISK learners as measured by an increase in provided supports to students. | | | | |
| What Progress Monitoring Tools/Performance Measures will you use to determine your progress toward meeting the goal? | | | | |
| REACH for Success/PBIS logs, School counselor logs, Social Worker logs, Parent and Student meeting logs, PD and PLC logs, Parent Activity logs | | | | |

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| **Goal 3 Strategy 1** |  | **Goal 3 Strategy 2** |  | **Goal 3 Strategy 3** |
| Provide focused and embedded BEHAVIORAL INSTRUCTION AND SUPPORTS to students including supplemental services and resources to students and families | Provide BEHAVIORAL INSTRUCTION AND SUPPORTS to students and families | Foster a TRAUMA-SENSITIVE CULTURE by providing ongoing training and resources to staff and services to students including the addition of social work resources. |
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| **G3 S1 Action Step 1** | **G3 S2 Action Step 1** | **G3 S3 Action Step 1** |
| School counselor will utilize Second Step program in whole class lessons | School social worker will provide individual and small group sessions with students. | School social worker and school counselor will conduct PLC sessions with staff on burnout, student trauma and other well-being strategies |
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| **G3 S1 Action Step 2** | **G3 S2 Action Step 2** | **G3 S3 Action Step 2** |
| School counselor will oversee WVDHHR Bureau of Behavioral Health ESMH program for school mental health focus. Botvin program for small groups will also be utilized with this program. | School social worker and county family engagement specialist will hold meetings and sessions with parents and families as needed to provide school to home supports for student behavior and learning needs | Plan a welcoming return to school for students and their families. |
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| **G3 S1 Action Step 3** | **G3 S2 Action Step 3** | **G3 S3 Action Step 3** |
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| **Title I School-wide Programs** | | | | |

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| 1. **Explain how you will create opportunities for all children including subgroups.** |
| Title I services are available to all students in a school-wide program. Service distribution is scheduled by need based on frequent analysis of academic  performance. Interventions are provided in both push-in and pull-out settings. Extended Day, Extended year, and Parent Engagement activities are open to all  students |

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| 1. **Explain how you will create a well-rounded education program.** |
| JRES offers multiple opportunities to participate in Title I activities – Academics, Assessment information, School to Home Connection, Social Emotional |

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| 1. **Explain what strategies will be used to increase the quality and amount of learning time.** |
| JRES utilizes professional development through our Title I program to improve teaching efficacy and to improve the quality of learning time. We  offer Extended Day and Extended Year programs to increase learning time. Creative scheduling is used to increase quality and amount of learning time. Departmentalizing will also be used by intermediate classrooms. |

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| 1. **Explain what strategies will be used to provide an enriched and accelerated curriculum.** |
| Enrichment and acceleration are provided through a variety of programs including i-Ready, Moby Max, Pearson Realize, Reflex Math, Mystery Science |

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| 1. **Explain what strategies will be used to address the needs of at-risk learners.** |
| Teachers regularly collaborate to review Benchmark, progress monitoring, and other assessment results in the areas of ELA and mathematics.  Intervention plans are created for all students and individualized/small group interventions are provided by Title I teachers, classroom teachers, and other  interventionists based on identified needs. Intervention groups are fluid and change regularly based on individual student progress. |

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| 1. **Explain what strategies will be used to increase parent and family engagement.** |
| Parent and Family Engagement activities are offered on a variety of topics including: The Purpose of Title I, Volunteering, Read Aloud, academics and Spending Time Together. Parent input and feedback on these topics is obtained through annual surveys and the Parent Advisory Council. This information is used to modify and improve our Parent Engagement Plan. |

\*GPS Notes: This section is only to be completed by Title I Schools.

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| **Title I School-wide** |
| **Parent Engagement Sessions** |
| This is a continuation of number 6 on the previous page. Here you will list the specific Parent Engagement Sessions you plan to hold/complete throughout the year. |

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| --- | --- | --- | --- |
| **Date of Session** | **Name of Session** | **Target Audience** | **Number Participating** |
| 8/23/21 | Back to School Night | K-5 |  |
| 9/15/21 | What is Title 1 (PTO meeting) | K-5 |  |
| 9/15/21 | I-Ready Parent Packet | 1-5 |  |
| 10/2021 | Read Aloud Training & Book Walk | PreK-5 |  |
| 11/2021 | Math Night | K-5 |  |
| 11/2021 | GSA Test Talks | 4-5 |  |
| 1/2022 | Mobile Ag Lab Parent Night | PreK-5 |  |
| 2/2022 | Science Night | K-5 |  |
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\*GPS Notes: This section is only to be completed by Title I Schools.