St. Mary's County Public Schools
2020-2021
Greenview Knolls Elementary Schools Title I Schoolwide Plan

Due to COVID-19, meetings may be held virtually and electronic signatures are acceptable on Title 1 communications.

Four Components of the Schoolwide Program Plan
1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]
2. Schoolwide Reform Strategies that address school needs including a description of how strategies will: a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i); b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well rounded education; (1114(b)(7)(A)(ii) c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)
3A. Parent, Family, and Stakeholder Involvement developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LSS, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2) **3B. Strategies to Increase Parent and Family Engagement-** Based on the results of the needs assessment, schools must implement evidence-based parent and family engagement strategies. (Section 1116)
4. Coordination and Integration of Federal, State, and local services and programs- If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)

Schoolwide Program Plan Components Document Location:	**Plan Pages**
1. **Comprehensive Needs Assessment** of the entire school that takes into account information on the academic achievement of children in relation to challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]	**Reading:5-20** **Math: 21-25**
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Comprehensive Needs Assessment Introduction

At Greenview Knolls Elementary (GKES) we strive to build a school climate that is positive and honest. Our staff is dedicated to implementing best practices and evidenced based strategies as we strive to ensure an equitable and quality education for all students. We continue to identify ways to cultivate achievement for all learners academically and socially. We strive to help students develop a curiosity and eagerness for learning that extends beyond the school day. At GKES we promote the development of "school family" at the neighborhood, family, and classroom level. Together we are committed to nurturing virtues of unity, respect, and kindness and what it takes to make school feel like a safe place for all.

GKES had a student population of 425 students in grades PK-5. We have expanded our Head Start program with a total of 58 students. Our population is diverse across all demographics. We have 37%(157) African American, 35%(147)White, 15%(65) Two or More, .09%(39) Hispanic, .04%(17) Asian. Sub-Groups: Special Education 46 students and Economically Disadvantaged 199 students.

The following Greenview Knolls assessment data profile includes multiple data points from the 2019-2020 school year through March 13, 2020. All St. Mary's County Public Schools/Maryland public schools and Offices were closed starting March 16, 2020 in accordance with the announcement made by Maryland Governor Larry Hogan and State Superintendent Dr. Karen Salmon. The SMCPS school system switched from traditional school to a Continuity of Learning Plan through the Imagine Learning platform. Students without secure internet access received printed instructional packets. For marking period three (MP3), we had 38 days of traditional instruction out of the 48 required days in MP3. Marking Period four was graded as a pass or incomplete based on student completion, which impacted collecting end of the year data points. Due to school closures, we lost 58 days of direct classroom whole/small group instruction. Additionally, the 2020 MCAP state testing was not administered. State testing and end of the year county assessments are major data points for grades 3, 4, and 5 which are not included due to school closure.

Covid 19 presented unique challenges and barriers for students as individuals learners. We had close to 50 students participating in learning with printed instructional packets due to lack of secure internet or no technology device. Fifteen families were provided with a SMCPS laptop in order to access the Imagine Learning apps. Families without internet access or a working laptop could not equally access extra teacher support to achieve academic goals compared to other students utilizing the Imagine Learning platform where students were able to receive direct teacher feedback and/or view teacher simulations for re-teaching or modeling instruction. In support of providing more families opportunities to access secure internet access and devices for the 2020-2021

Schoology platform, a community technology survey was conducted.

As we begin the 2021 school year with virtual learning for all students, we will access curriculum resources and Schoology, to present academic information in multifaceted and equitable ways. We anticipate that many students may not start school academically prepared for grade level work due to the 58 days lost of direct instruction and interventions. Additionally, after a comprehensive ELA and Math data examination and identifying the impact on academic achievement due to the missed content in the 2020 school year, we have determined ELA will be the school wide focus as it is significant in all content areas. GKES will implement intensive interventions, while utilizing all support staff with the goal to improve reading levels and skill deficits. Additionally, in the area of Math, our grade level professional learning communities will continue to improve their content knowledge of the Bridges Math Curriculum, as this will be essential to providing Tier I support within the classroom to identify and remediate the gaps. We will continue to identify best practices with the goal to eliminate the gaps identified in special education academic performance. It will be extremely important during distance learning to select a variety of resources and interventions/virtual instruction to support special education students to ensure they are invested in learning.

In-School-Intervention Center (ISIC) behavior referral data from the 2019-2020 school year indicates that 44% of behavior incidents occurred in the classroom setting. ISIC referrals for Physical Contact accounted for 46%, with Disrespect at 22%. Obtaining peer attention was the apparent motivation 25% of the time when peers were involved. Based on the data, it is evident that students need social skills instruction and practice, along with academic interventions. Citing past success as demonstrated by a decrease in ISIC referrals over the previous year, we will continue to implement PBIS (Positive Behavioral Interventions and Supports), Tier II Interventions, Conscious Discipline and Responsive Classroom practices for the upcoming school year to address behavioral concerns. After March 13, 2020, students who were participating in Tier II interventions lost direct staff supports for behavioral and mental health resources. The behavior data and the move to distance learning during spring reinforces the need to support students' mental health challenges as we return to school. Administration and the Tier II team will work together to identify students faced with trauma during the Coronavirus Pandemic. It will be imperative to access the Title 1 Equity Analyst, school counselor and psychologist as we map out supports.

1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

Reading Overview

ELA assessment data includes; The Individual Growth & Development Indicators of Early Literacy (IGDIS), Independent Reading Leveling Assessment (IRLA), DIBELS, and the SMCPS Quarter 2 Standards Based Assessments. Math assessment data includes Bridges mathematics diagnostic assessments for students in kindergarten through fifth grade. These assessments are scientifically based assessments and are in compliance with the federal Reading First initiative, Principles and Standards for School Mathematics, and Maryland Common Core State Standards.

The IGDIS (Pre-K) assessment was administered in January 2020. The data showed that 43% of the students were at risk for Rhyming, 43% of the students were at risk for Picture Naming, 68% of the students were at risk for Alliteration, 39% of the students were at risk for Which One Doesn't Belong?, and 25% of the students were at risk for Sound ID. This assessment data will help the Kindergarten team identify the needs of students to determine best supports from the beginning of the year.

The IRLA data levels include (Reading Tiers) emergency, at risk, and proficient/above. As of March 13, 2020, of the 285 students in grades K-4, 127(44.6%) were in the emergency range. 71 (24.9%) were at risk and 87 (30.5%) were proficient/above. ***Fourth grade*** had **t**he ***highest*** percentage of students in the emergency and at risk range with 37 (**61.7%)** being in the **emergency range** and 16 (26.7%) being in the at risk range, and 7 (11.7%) were proficient/above range. Third grade had 33 (52.4%) in the emergency range and 14 (22.2%) at risk, and 16(25.4%) were in the proficient/above range.

According to the DIBELS assessment data in Kindergarten 77% are not meeting the letter naming benchmark on DIBELS, 75% are not meeting benchmark in identifying correct letter sounds in nonsense words, and 45% are not meeting benchmark in first sound fluency. The DIBELS DORF (Oral Reading Fluency) assessment data indicates, 49% of first grade students did not meet benchmark, 68% of second grade students did not meet benchmark, 75% of third grade students did not meet benchmark, 63% of fourth grade students did not meet benchmark, and 61% of fifth grade students did not meet benchmark.

During Quarter 2 students took the ELA SMCPS Standards Based Assessments (Grades 1-5), 5% of first grade students did not meet benchmark, this is an indicator that students had strong Foundational Skills (RF standards). This assessment did not measure reading comprehension. 12% of second grade students did not meet the benchmark. Teachers were permitted to read parts of this assessment. Students in grades 3-5 had to complete the assessment online and read the assessment independently, unless they had an accomodation in their 504 or IEP plan. 62% of third grade students did not meet benchmark, 44% of fourth grade students did not meet benchmark, and 41% of fifth grade students did not meet benchmark.

Comprehensive Needs Assessment: Reading Priority Needs

- ELA will be the focus for interventions and support. The extra support and focus of just ELA will help with the challenges that students will be facing upon returning to the classroom setting, as well as differentiating the instruction to meet the needs of all learners.
- Collaboration between teachers, SPED, and supports with intervention data and targeted skill progress.
- Implementation of interventions by all supports with fidelity.

READING DATA: Schoolwide Components Part 1

<table>
<tr><th>Core Subject</th><th>Assessment</th><th>Assessment Data by Profile</th><th>Identified Needs by Subgroup</th><th>Factors Contributing to Root Causes</th><th>Root Causes</th></tr>
<tr><td>Pre-Kindergarten</td><td>Mid-Year IGDIS</td><td>
<table>
<tr><th>Picture Naming</th><th>Rhyming</th><th>Sound ID</th><th>Which One Doesn't Belong</th><th>Alliteration</th></tr>
<tr><td>6</td><td>12</td><td>16</td><td>14</td><td>1</td></tr>
<tr><td>10</td><td>4</td><td>5</td><td>3</td><td>8</td></tr>
<tr><td>12</td><td>11</td><td>7</td><td>10</td><td>18</td></tr>
<tr><td>0</td><td>1</td><td>0</td><td>1</td><td>1</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
</table>
</td><td>All Pre-K Students</td><td>-Research emphasizes that many children from lower socio-economic groups have less opportunities to develop the initial capabilities and positive attitudes in support of successful learning. Insufficient stimuli and lack of adequate nutrition and sleep as a result of poverty, can affect student progress in learning a development of language skills. Students with speech or other physical impairments need time in</td><td>-Students meeting requirements for entry into the Pre-Kindergarten program are either economically challenged or have risk factors such as premature birth, speech, hearing, vision or other physical or</td></tr>
</table>

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<td>Green - Strong Progress
Orange - Moderate Progress
Red - At Risk Progress
Gray - Test administered but discontinued
Purple - Not yet tested during administration window</td>
<td></td>
<td>school to receive instruction targeted to meet their needs.

-On-going training in data analysis and targeted interventions to meet individual student needs with co-teaching teams.

-Limited learning materials and literary experiences at home.</td>
<td>emotional difficulties.</td>
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<tr>
<td>Kindergarten</td>
<td>March 13, 2020 IRLA Data</td>
<td>
<table>
<tr><th>Level</th><th>Grade Correlation</th><th># of Students</th></tr>
<tr><td>RTM</td><td>Pre-K</td><td>1</td></tr>
<tr><td>1Y</td><td>K</td><td>2</td></tr>
<tr><td>2Y</td><td>K</td><td>11</td></tr>
<tr><td>3Y</td><td>K</td><td>13</td></tr>
<tr><td>1G</td><td>K</td><td>15</td></tr>
<tr><td>2G</td><td>1</td><td>4</td></tr>
<tr><td>1B</td><td>1</td><td>4</td></tr>
</table>
<table>
<tr><th colspan="2">50 K Students</th></tr>
<tr><td>Emergency</td><td>14/28%</td></tr>
<tr><td>At-Risk</td><td>13/26%</td></tr>
</table>
</td>
<td>All K Students</td>
<td>-Research emphasizes that many children from lower socio-economic groups have less opportunities to develop the initial capabilities and positive attitudes in support of successful learning. Insufficient stimuli and lack of adequate nutrition and sleep as a result of poverty, can affect student progress in learning a development of language skills.

-Students enrolled in the PK 4 programs receive more exposure to phonemic awareness instruction.

-Many students who have not attended PK or had poor attendance are not in school to receive intensive or strategic intervention in the phonemic awareness</td>
<td>-Students who are below benchmark potentially have not had consistent exposure to phonemic awareness and phonics instruction.

-Select students do not have adequate housing and food due to living below the poverty line.

-Students faced with stress, poverty and /or trauma will affect health, learning, and social emotional development.

-Parents/Guardians not utilizing school communication outlets such as Class</td>
</tr>
</table>

		Proficient/Above: 23/46%		instruction they need. -Students who lack adequate sleep and nutrition are not able to focus during instruction and are not in enriched environments at home that stimulate language development. -Continue teacher training in targeted interventions (Fundations, Just Words, Rewards, LIPS Visualizing and Verbalizing, Wilson) to meet individual student needs. -On-going training in data analysis and targeted interventions to meet individual student needs with co-teaching teams. -Children exposed to unstable housing creates difficulty establishing and maintaining academic/social routines. -Students transferring in/out at a rate that interrupts consistent instruction and lack of forming a trustful relationship with staff/students (High mobility 22.7%) -Limited learning materials	DOJO, SMCPS School Messenger.
	Mid-Year DIBELS	Students Tested: 49 **Mean: 38.8** **LNF: Goal = 52** Core Support (At or Above Benchmark): 11/49 = 22% Strategic Support (Below Benchmark): 12/49 = 24% Intensive Support (Well Below Benchmark): 26/49 = 53% **Mean: 23.2** **NWF-CLS: Goal = 34** Core Support (At or Above Benchmark): 12/49 = 24% Strategic Support (Below Benchmark): 10/49 = 20% Intensive Support (Well Below Benchmark): 27/49 = 55% **Mean: 34.9** **FSF: Goal = 52** Core Support (At or Above Benchmark): 27/49 =55 % Strategic Support (Below: 13/49 =27 %	**All K Students**		

<table>
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<tr><td>Benchmark)</td><td></td></tr>
<tr><td>Intensive Support (Well Below Benchmark)</td><td>9/49 = 18%</td></tr>
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</td>
<td></td>
<td>and literary experiences at home.</td>
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<tr>
<td>1st Grade</td>
<td>March 13, 2020 IRLA Data</td>
<td>
<table>
<tr><th>Level</th><th>Grade Correlation</th><th># of Students</th></tr>
<tr><td>3Y</td><td>K</td><td>5</td></tr>
<tr><td>1G</td><td>K</td><td>6</td></tr>
<tr><td>2G</td><td>1</td><td>7</td></tr>
<tr><td>1B</td><td>1</td><td>17</td></tr>
<tr><td>2B</td><td>1</td><td>15</td></tr>
<tr><td>1R</td><td>2</td><td>6</td></tr>
<tr><td>2R</td><td>2</td><td>4</td></tr>
</table>
<table>
<tr><td colspan="2">60- 1st Grade Students-</td></tr>
<tr><td>Emergency</td><td>18/30%</td></tr>
<tr><td>At-Risk</td><td>17/28.3%</td></tr>
<tr><td>Proficient/Above</td><td>25/41.7%</td></tr>
</table>
</td>
<td>All 1st Grade Students</td>
<td>-Students are just learning how to blend sounds.

-Lost of 58 days of targeted skill instruction through small group had an impact the opportunities for students at the 1B level

-Continue teacher training in targeted interventions (Fundations, Just Words, Rewards, LIPS Visualizing and Verbalizing, Wilson) to meet individual student needs.

-On-going training in data analysis and targeted interventions to meet individual student needs with co-teaching teams.

-Children exposed to unstable housing creates difficulty establishing and maintaining academic routines.

-Students transferring in/out at a rate that interrupts consistent instruction and lack of forming a trustful relationship with</td>
<td>-Unfamiliarity with the test.

-Difficulties with phonemic awareness.

-Poor sight word vocabulary

-Students faced with stress, poverty and /or trauma will affect health, learning, and social emotional development.</td>
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	Mid-Year DIBELS		**All 1st Grade Students**	staff/students (High mobility 22.7%) -Limited learning materials and literary experiences at home.	

Students Tested	62-1st Graders
NWF-CLS	**Goal = 70**
Mean-	55.3
Core Support (At or Above Benchmark)	18/62 =29 %
Strategic Support (Below Benchmark)	10/62 = 16%
Intensive Support (Well Below Benchmark)	34/62 = 55%
NWF-WWR	**Goal = 21**
Mean-	16.5
Core Support (At or Above Benchmark)	20/62 = 32%
Strategic Support (Below Benchmark)	12/62 = 19%
Intensive Support (Well Below Benchmark)	**30/62 = 48%**
DORF-Words Correct	**Goal = 34**
Mean	46.2

		Core Support (At or Above Benchmark) — 32/62 = 52% Strategic Support (Below Benchmark) — 11/62 = 18% **Intensive Support (Well Below Benchmark)** — 19/62 = 31% **DORF - Accuracy** — **Goal = 86%** Mean — 83.8% Core Support (At or Above Benchmark) — 31/62 =50 % Strategic Support (Below Benchmark) — 14/62 = 23% Intensive Support (Well Below Benchmark) — 17/62 = 27%			

<table>
<tr>
<td></td>
<td>QTR 2 Foundational Skills Assessment</td>
<td>
<table>
<tr><th colspan="2">59 1st Grade Students</th></tr>
<tr><td>Mean</td><td>78%</td></tr>
<tr><td>Highly Effective</td><td>32/58 = 55%</td></tr>
<tr><td>Effective</td><td>17/58 = 29%</td></tr>
<tr><td>Strategic</td><td>6/58 = 10%</td></tr>
<tr><td>Below</td><td>2/58 = 3%</td></tr>
<tr><td>Well Below</td><td>1/58 = 2%</td></tr>
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<td>
All 1st Grade Students
<table>
<tr><td colspan="6">Percent Per Level (# of Students)</td></tr>
<tr><td></td><td>HE</td><td>E</td><td>S</td><td>B</td><td>WB</td></tr>
<tr><td>AA (29)</td><td>45%</td><td>31</td><td>17</td><td>7</td><td>0</td></tr>
<tr><td>White (19)</td><td>68%</td><td>26</td><td>5</td><td>0</td><td>0</td></tr>
<tr><td>ED (27)</td><td>33%</td><td>37</td><td>19</td><td>7</td><td>4</td></tr>
<tr><td>SWD (6)</td><td>17%</td><td>50</td><td>17</td><td>0</td><td>17</td></tr>
</table>
HE = Highly Effective
E = Effective
S = Strategic
B = Below
WB = Well Below
</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd grade</td>
<td>March 13, 2020 IRLA Data</td>
<td>
<table>
<tr><th>Level</th><th>Grade Correlation</th><th># of Students</th></tr>
<tr><td>3Y</td><td>K</td><td>4</td></tr>
<tr><td>1G</td><td>K</td><td>0</td></tr>
<tr><td>2G</td><td>1</td><td>3</td></tr>
<tr><td>1B</td><td>1</td><td>5</td></tr>
<tr><td>2B</td><td>1</td><td>13</td></tr>
<tr><td>1R</td><td>2</td><td>11</td></tr>
<tr><td>2R</td><td>2</td><td>11</td></tr>
<tr><td>WT</td><td>3</td><td>5</td></tr>
</table>
<table>
<tr><td>52 2nd Grade Students</td></tr>
</table>
</td>
<td>All 2nd Grade Students</td>
<td>-Many parents work extended hours and more than one job and therefore there is a lack of supervision and focus on academic achievement.

-Children exposed to unstable housing creates difficulty establishing and maintaining academic routines.

-Continue teacher training in targeted interventions (Fundations, Just Words, Rewards, LIPS Visualizing and Verbalizing, Wilson) to meet individual student needs.

-On-going training in data analysis and targeted interventions to meet individual student needs</td>
<td>- Limited Guardian understanding of the importance of literacy experiences.

-Student background knowledge is limited.

- Inability for students to apply standard, skill, and/or strategy across multiple formats.

-Students still learning to persevere and problem solving when faced with difficult</td>
</tr>
</table>

		Emergency: 25/48.1% At-Risk: 11/21.2% Proficient/Above: 16/30.8%		with co-teaching teams. -Need for more time with eyes on text to become more fluent. -Students transferring in/out at a rate that interrupts consistent instruction and lack of forming a trustful relationship with staff/students (High mobility 22.7%) -Limited learning materials and literary experiences at home.	concepts/skills. -Students faced with stress, poverty and /or trauma will affect health, learning, and social emotional development.
	Mid- Year DIBELS	Students Tested: 57 **DORF - Words Correct**: **Goal = 100** Mean: 79.9% At or Above Benchmark: 18/57 = 32% Below Benchmark: 16/57 = 28% Well Below Benchmark: 23/57 = 40% **DORF-Accuracy**: **Goal = 99%** Mean: 91.96% At or Above Benchmark: 22/57 = 39% Below Benchmark: 7/57= 12% Well Below Benchmark: 28/57 = 49%	**All 2nd Grade Students**		

<table>
<tr>
<td></td>
<td>QTR 2 Standards Based Assessment</td>
<td>
<table>
<tr><td colspan="2">52 2nd Gr. Students</td></tr>
<tr><td>Not Yet (>=0% - <41%)</td><td>5/9.6%</td></tr>
<tr><td>Developing (>=41% - <50%)</td><td>1/1.9%</td></tr>
<tr><td>Meets (>=50% - <66%)</td><td>7/13.5%</td></tr>
<tr><td>Exceeds (>=66% - <86%)</td><td>21/40.4%</td></tr>
<tr><td>Exceeds (>=86% - 100+%)</td><td>18/34.6%</td></tr>
</table>
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<td>
<table>
<tr><td></td><td>E</td><td>E</td><td>M</td><td>D</td><td>NY</td></tr>
<tr><td>AA (19)</td><td>7</td><td>7</td><td>2</td><td>0</td><td>3</td></tr>
<tr><td>White(19)</td><td>6</td><td>8</td><td>2</td><td>1</td><td>2</td></tr>
<tr><td>Asian/Haw/PI (0)</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Hispanic (5)</td><td>3</td><td>2</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Multi-racial (9)</td><td>2</td><td>4</td><td>3</td><td>0</td><td>0</td></tr>
<tr><td>ED (23)</td><td>5</td><td>8</td><td>5</td><td>1</td><td>4</td></tr>
<tr><td>SWD (3)</td><td>1</td><td>0</td><td>1</td><td>0</td><td>1</td></tr>
</table>
E= Exceeds
M = Meeting
D = Developing
NY = Not Yet
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<td></td>
<td></td>
</tr>
<tr>
<td>3rd Grade</td>
<td>March 13, 2020 IRLA Data</td>
<td>
<table>
<tr><th>Level</th><th>Grade Correlation</th><th># of Students</th></tr>
<tr><td>3Y</td><td>K</td><td>1</td></tr>
<tr><td>1G</td><td>K</td><td>2</td></tr>
<tr><td>2G</td><td>1</td><td>5</td></tr>
<tr><td>1B</td><td>1</td><td>2</td></tr>
<tr><td>2B</td><td>1</td><td>7</td></tr>
<tr><td>1R</td><td>2</td><td>16</td></tr>
<tr><td>2R</td><td>2</td><td>14</td></tr>
<tr><td>WT</td><td>3</td><td>15</td></tr>
<tr><td>BL</td><td>4</td><td>1</td></tr>
</table>
63 3rd Grade Students
</td>
<td>All 3rd Grade Students</td>
<td>-Many parents work extended hours and more than one job and therefore there is a lack of supervision and focus on academic achievement.

-Children exposed to unstable housing creates difficulty establishing and maintaining academic routines.

-Need for more comprehension practice throughout multiple genres.

-Need for more time with eyes on text to become more fluent.

-Continue teacher training in targeted interventions (Fundations, Just Words, Rewards, LIPS Visualizing and Verbalizing, Wilson) to</td>
<td>- Limited Guardian understanding of the importance of literacy experiences.

-Student background knowledge is limited.

- Inability for students to apply standard, skill, and/or strategy across multiple formats.

-Students learning to persevere and problem solving when faced with difficult concepts/skills.</td>
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</table>

		Emergency: 33/52.4% At-Risk: 14/22.2% Proficient/Above: 16/25.4%		meet individual student needs. -On-going training in data analysis and targeted interventions to meet individual student needs with co-teaching teams. -Students transferring in/out at a rate that interrupts consistent instruction and lack of forming a trustful relationship with staff/students (High mobility 22.7%) -**Two components of measuring the progress of students with IEPs are:** measuring progress on their IEP academic goals and progress on grade level standards using classroom assignments and assessments as well as county assessments.	-Students with IEPs working 2 or more years below grade level. -Students faced with stress, poverty and /or trauma will affect health, learning, and social emotional development.
	Mid Year DIBELS		**All 3rd Grade Students**		

Students Tested	**65**
DORF - Words Correct Benchmark Goal	**115**
Mean	87.1
At or Above Benchmark	16/65 =25 %
Below Benchmark	16/65 = 25%
Well Below Benchmark	33/65 = 50%
DORF-Accuracy Benchmark Goal	**99%**
Mean	95.3%
At or Above Benchmark	28/65= 43%
Below Benchmark	8/65=12%
Well Below Benchmark	29/65= 45%

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<tr>
<td></td>
<td>QTR 2 Standards Based Assessment</td>
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<table>
<tr><td colspan="2">65 3rd Grade Students</td></tr>
<tr><td>Not Yet (>=0% - <41%)</td><td>37- 57%</td></tr>
<tr><td>Partially (>=41% - <50%)</td><td>3- 5%</td></tr>
<tr><td>Approaching (>=50% - <66%)</td><td>12- 18%</td></tr>
<tr><td>Meets (>=66% - <86%)</td><td>12- 18%</td></tr>
<tr><td>Exceeds (>=86% - 100+%)</td><td>1- 2%</td></tr>
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<td>
<table>
<tr><th></th><th>E</th><th>M</th><th>A</th><th>P</th><th>NY</th></tr>
<tr><td>AA (29)</td><td>0</td><td>4</td><td>8</td><td>1</td><td>16</td></tr>
<tr><td>Caucasian (17)</td><td>1</td><td>4</td><td>2</td><td>1</td><td>9</td></tr>
<tr><td>Asian/Haw/PI (2)</td><td>0</td><td>1</td><td>1</td><td>0</td><td>0</td></tr>
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<tr><td>Multi-racial (11)</td><td>0</td><td>2</td><td>0</td><td>1</td><td>8</td></tr>
<tr><td>ED (31)</td><td>0</td><td>3</td><td>4</td><td>1</td><td>23</td></tr>
<tr><td>SWD (9)</td><td>0</td><td>0</td><td>0</td><td>0</td><td>9</td></tr>
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<td>4th Grade</td>
<td>March 13, 2020 IRLA Data</td>
<td>
<table>
<tr><th>Level</th><th>Grade Correlation</th><th># of Students</th></tr>
<tr><td>1G</td><td>K</td><td>2</td></tr>
<tr><td>2G</td><td>1</td><td>1</td></tr>
<tr><td>1B</td><td>1</td><td>5</td></tr>
<tr><td>2B</td><td>1</td><td>8</td></tr>
<tr><td>1R</td><td>2</td><td>9</td></tr>
<tr><td>2R</td><td>2</td><td>12</td></tr>
<tr><td>WT</td><td>3</td><td>16</td></tr>
</table>
</td>
<td>All 4th Grade Students</td>
<td>-Many parents work extended hours and more than one job and therefore there is a lack of supervision and focus on academic achievement.

-Children exposed to unstable housing creates difficulty establishing and maintaining academic routines.

-Need for more comprehension practice throughout multiple genres.

-Need for more time with eyes on text to become</td>
<td>- Limited Guardian understanding of the importance of literacy experiences.

-Student background knowledge is limited.

- Inability for students to apply standard, skill, and/or strategy across multiple formats.

-Student lack of perseverance</td>
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		<table><tr><td>BL</td><td>4</td><td>6</td></tr><tr><td>OR</td><td>5</td><td>1</td></tr></table> <table><tr><td colspan="2">60 4th Gr. Students</td></tr><tr><td>Emergency</td><td>37/61.7%</td></tr><tr><td>At-Risk</td><td>16/26.7%</td></tr><tr><td>Proficient/Above</td><td>7/11.7%</td></tr></table>		more fluent. -Continue teacher training in targeted interventions (Fundations, Just Words, Rewards, LIPS Visualizing and Verbalizing, Wilson) to meet individual student needs. -On-going training in data analysis and targeted interventions to meet individual student needs with co-teaching teams. Students transferring in/out at a rate that interrupts consistent instruction and lack of forming a trustful relationship with staff/students (High mobility 22.7%) -**Two components of measuring the progress of students with IEPs are:** measuring progress on their IEP academic goals and progress on grade level standards using classroom assignments and assessments as well as county assessments.	and problem solving when faced with difficult concepts/skills. -Students with IEPs working 2 or more years below grade level. -Students faced with stress, poverty and /or trauma will affect health, learning, and social emotional development.
	Mid-Year DIBELS	<table><tr><td>Students Tested</td><td>61</td></tr><tr><td>DORF - Words Correct Goal</td><td>130</td></tr><tr><td>Mean</td><td>102.1</td></tr><tr><td>At or Above Benchmark</td><td>22/61 =36%</td></tr><tr><td>Below Benchmark</td><td>7/61 = 11%</td></tr><tr><td>Well Below Benchmark</td><td>32/61 = 52%</td></tr><tr><td>DORF - Accuracy Goal</td><td>99%</td></tr><tr><td>Mean</td><td>92.3%</td></tr><tr><td>At or Above Benchmark</td><td>24/61 = 39%</td></tr><tr><td>Below Benchmark</td><td>0/61=0%</td></tr><tr><td>Well Below Benchmark</td><td>37/61 = 61%</td></tr></table>	**All 4th Grade Students**		

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<tr><td>Approaching (>=50% - <66%)</td><td>24/39.3%</td></tr>
<tr><td>Meeting (>=66% - <86%)</td><td>8/13.1%</td></tr>
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<tr><td>Asian/Haw/PI (1)</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td></tr>
<tr><td>Hispanic (6)</td><td>0</td><td>0</td><td>2</td><td>1</td><td>3</td></tr>
<tr><td>Multi-racial (7)</td><td>1</td><td>2</td><td>2</td><td>0</td><td>2</td></tr>
<tr><td>ED (34)</td><td>0</td><td>3</td><td>12</td><td>5</td><td>14</td></tr>
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<td>5th Grade</td>
<td>Mid-Year DIBELS</td>
<td></td>
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<td>eyes on text to become more fluent.

-Continue teacher training in data analysis and targeted interventions (Fundations, Just Words, Rewards, LIPS Visualizing and Verbalizing, Wilson) to meet individual student needs.

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</tr>
<tr>
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<td>Mid Year DIBELS</td>
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<table>
<tr><td>Students Tested</td><td>57</td></tr>
<tr><td>DORF - Words Correct</td><td>Goal = 150</td></tr>
<tr><td>Mean</td><td>126.5</td></tr>
<tr><td>At or Above Benchmark</td><td>19/57 = 33%</td></tr>
<tr><td>Below Benchmark</td><td>10/57 = 18%</td></tr>
<tr><td>Well Below Benchmark</td><td>28/57 = 49%</td></tr>
</table>
</td>
<td>All 5th Grade Students</td>
<td>-</td>
</tr>
</table>

		DORF - Accuracy / **Goal - 99%** Mean / 97.9% At or Above Benchmark / 34/57= 60% Below Benchmark / 0/57 = 0% Well Below Benchmark / 23/57= 40%			
	QTR 2 Standards Based Assessment	**59 5th Grade Students** Not Yet (>=0% - <41%) 19- 32% Developing (>=41% - <50%) 5- 8% Meets (>=50% - <66%) 13- 22% Exceeds (>=66% - <86%) 14- 24% Exceeds (>=86% - 100+%) 8- 14%			
	MCAP	MCAP ELA was not administered during the Spring of 2020 due to school closures for the Coronavirus pandemic.			

	E	E	M	D	NY
AA (24)	3	4	6	5	6
Caucasian (17)	2	4	2	0	9
Asian/Haw/PI (4)	1	2	1	0	0
Hispanic (6)	1	1	2	0	2
Multi-racial (7)	1	3	2	0	1
ED (34)	3	6	10	3	12
SWD (13)	0	0	5	0	8

E= Exceeds
M = Meeting
D = Developing
NY = Not Yet

1. Comprehensive Needs Assessment: Math Overview

The 2020 Bridges Number Corner Check-Up 2 was administered January 13, 2020-February 14, 2020. The math data shows 16% of the kindergarten students, 41% of the first graders, 24.5% of the second graders, 43% of the third grade, 75.5% of fourth graders, 50.8% of fifth did not meet the benchmark.

1. Comprehensive Needs Assessment: Math Priority Needs

- Teachers will be provided with coaching and professional development opportunities focusing on the Bridges curriculum to ensure all content is rigorous. Teachers will become experts navigating through the Bridges Intervention tool kits/resources to provide support to students within their classroom for Tier 1 interventions.

- Integrating interventions as identified by data analysis as an essential piece will be essential as we close the gaps that will be presented due to COVID.

- Implementation of Bridges with Fidelity while embedding mathematical practices and standards.

MATH DATA: Schoolwide Components Part 1

Kindergarten

Bridges Number Corner Checkup 2

MATH DATA:

50 Students	
Not Yet (>=0%-<45%)	5/10%
Developing (>=45%-<60%)	3/6%
Meets (>=60%-<80%)	14/34%
Exceeds (>=80%-<90%)	11/22%
Exceeds (>=90%-100%+)	14/28%

	E	E	M	D	NY
AA (21)	3	3	8	2	5
White (15)	7	4	4	0	0
Asian/Haw/PI (1)	0	0	0	1	0
Hispanic (8)	3	3	2	0	0
Multi-racial (5)	1	1	3	0	0
ED (23)	3	5	9	2	4
SWD (4)	0	0	2	0	2

E= Exceeds

-Students need exposure to numbers and counting to develop number sense. They need exposure to vocabulary and the language required for completing tasks in this counting assessment.

-Students transferring in/out at a rate that interrupts consistent instruction and lack of forming a trustful relationship with staff/students (High mobility 22.7%)

-Students do not have basic number sense and have not had exposure to numbers and counting in their home environment.

<table>
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<td>M = Meeting
D = Developing
NY = Not Yet</td>
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<td>1st Grade</td>
<td>Bridges Number Corner Checkup 2</td>
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<table>
<tr><td colspan="2">611se Gr. Students</td></tr>
<tr><td>Not Yet (>=0%-<45%)</td><td>16/26.2%</td></tr>
<tr><td>Developing (>=45%-<60%)</td><td>9/14.8%</td></tr>
<tr><td>Meets (>=60%-<80%)</td><td>5/8.2%</td></tr>
<tr><td>Exceeds (>=80%-<90%)</td><td>17/27.9%</td></tr>
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<tr><td>White (26)</td><td>5</td><td>7</td><td>3</td><td>5</td><td>6</td></tr>
<tr><td>Asian/Haw/PI (2)</td><td>1</td><td>1</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Hispanic (4)</td><td>1</td><td>3</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Multi-racial (9)</td><td>3</td><td>2</td><td>0</td><td>1</td><td>3</td></tr>
<tr><td>ED (26)</td><td>6</td><td>6</td><td>4</td><td>2</td><td>8</td></tr>
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</table>
E= Exceeds
M = Meeting
D = Developing
NY = Not Yet
</td>
<td>-Lack of guardian support with academic connections between home and school.

-Lack of real world connections

-Significant increase in the level of rigor of the problems students are expected to solve independently.

-MP 3/4, Lack of students engaged and motivated during distance learning</td>
<td>-Lack of number sense, place value, and problem solving skills.

-Inability to make sense of the problem.

-Limited perseverance skills

-Reliant on Family members to monitor on-line learning; parents expressed difficulty getting their child to complete on-line work
-Lack of reliable internet access
-Parents did not speak English</td>
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<td>2nd Grade</td>
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<table>
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<tr><td>Not Yet (>=0%-<45%)</td><td>8/15.1%</td></tr>
<tr><td>Developing (>=45%-<60%)</td><td>5/9.4%</td></tr>
<tr><td>Meets (>=60%-<80%)</td><td>15/28.3%</td></tr>
<tr><td>Exceeds (>=80%-<90%)</td><td>11/20.8%</td></tr>
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<tr><td>White (18)</td><td>5</td><td>4</td><td>5</td><td>2</td><td>2</td></tr>
<tr><td>Asian/Haw/PI (0)</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Hispan</td><td>3</td><td>0</td><td>2</td><td>0</td><td>0</td></tr>
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<tr><td>ED (25)</td><td>3</td><td>6</td><td>6</td><td>3</td><td>7</td></tr>
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-MP 3/4, Lack of students engaged and motivated during distance learning</td>
<td>-Reliant on Family members to monitor on-line learning; parents expressed difficulty getting their child to complete on-line work

-Lack of reliable internet access

-Non-English Speaking Families not able to access school support</td>
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<td>3rd Grade</td>
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<td>
<table>
<tr><td colspan="2">65 3rd Grade Students</td></tr>
<tr><td>Not Yet (>=0%-<45%)</td><td>13/20%</td></tr>
<tr><td>Developing (>=45%-<60%)</td><td>15/23.1%</td></tr>
<tr><td>Meets (>=60%-<80%)</td><td>11/16.9%</td></tr>
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-Lack of real world connections

-Significant increase in the level of rigor of the problems students are expected to solve independently.

-Students transferring in/out at a rate that interrupts consistent instruction and lack of forming a trustful relationship with staff/students (High mobility 25.1%)

-MP 3/4, Lack of students engaged and motivated</td>
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-Inability to make sense of the problem.

-Limited perseverance skills

-Reliant on Family members to monitor on-line learning; parents expressed difficulty getting their child to complete on-line work

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-Two components of measuring the progress of students with IEPs are: measuring progress on their IEP academic goals and progress on grade level standards using classroom assignments and assessments as well as county assessments.</td>
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D = Developing
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<td>-Lack of guardian support with academic connections between home and school.

-Student inattentiveness

-Lack of real world connections

-Significant increase in the level of rigor of the problems students are expected to solve independently.

-Students transferring in/out at a rate that interrupts consistent instruction (High mobility 22.7%)</td>
<td>-Lack of number sense, place value, and problem solving skills.

-Inability to make sense of the problem.

-Limited perseverance skill

-Reliant on Family members to monitor on-line learning; parents expressed difficulty getting their child to complete on-line work</td>
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-Non-English Speaking Families not able to access school support</td></tr>
<tr><td></td><td>MCAP</td><td colspan="2">MCAP Math was not administered during the Spring of 2020 due to school closures for the Coronavirus pandemic.</td><td></td><td></td></tr>
<tr><td>5th grade</td><td>Bridges Number Corner Checkup 2</td><td>
<table>
<tr><td colspan="2">59 5th Grade Students</td></tr>
<tr><td>Not Yet (>=0%-<45%)</td><td>15/25.4%</td></tr>
<tr><td>Developing (>=45%-<60%)</td><td>15/25.4%</td></tr>
<tr><td>Meets (>=60%-<80%)</td><td>14/23.7%</td></tr>
<tr><td>Exceeds (>=80%-<90%)</td><td>12/20.3%</td></tr>
<tr><td>Exceeds (>=90%-100%+)</td><td>3/5.1%</td></tr>
</table>
</td><td>
<table>
<tr><td></td><td>E</td><td>E</td><td>M</td><td>D</td><td>NY</td></tr>
<tr><td>AA (24)</td><td>1</td><td>2</td><td>6</td><td>10</td><td>5</td></tr>
<tr><td>White (17)</td><td>0</td><td>5</td><td>3</td><td>3</td><td>6</td></tr>
<tr><td>Asian/ Haw/PI (4)</td><td>1</td><td>3</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Hispanic (6)</td><td>0</td><td>1</td><td>3</td><td>1</td><td>1</td></tr>
<tr><td>Multi-Racial (7)</td><td>1</td><td>1</td><td>2</td><td>1</td><td>2</td></tr>
<tr><td>ED (34)</td><td>0</td><td>6</td><td>8</td><td>11</td><td>9</td></tr>
<tr><td>SWD (13)</td><td>0</td><td>0</td><td>2</td><td>3</td><td>8</td></tr>
</table>
E= Exceeds
M = Meeting
D = Developing
NY = Not Yet
</td><td>Lack of guardian support with academic connections between home and school.

Significant increase in the level of rigor of the problems students are expected to solve independently and access grade level content

Students transferring in/out at a rate that interrupts consistent instruction (High mobility 22.7%

-MP 3/4, Lack of students engaged and motivated during distance learning
-Two components of measuring the progress of students with IEPs are: measuring progress on their IEP academic goals and progress on grade level standards using classroom</td><td>Lack of number sense, place value, and problem solving skills.

Inability to make sense of the problem.

-Reliant on Family members to monitor on-line learning; parents expressed difficulty getting their child to complete on-line work
-Lack of reliable internet access
-Non-English Speaking Families not able to access school support
-Students with

Students with IEPs, working 2</td></tr>
</table>

	MCAP	MCAP Math was not administered during the Spring of 2020 due to school closures for the Coronavirus pandemic.	assignments and assessments as well as county assessments.	or more years below grade level.

Comprehensive Needs Assessment: Schoolwide Reform Strategies

2. Schoolwide Reform Strategies that address school needs including a description of how strategies will: a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i); b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well rounded education; (1114(b)(7)(A)(ii) c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)

READING:

Strategies/Activities	Person(s) Responsible	Timeline
Implement research based interventions (Fundations, Wilson, Phonemic Awareness for Young Children, Road to the Code, Heggerty, Just Words, Rewards, and IRLA Toolkit)	Classroom teachers, SPED teachers, IRTs, Title I Interventionist, Title 1 Literacy/Technology Coach, Title I paras, and SPED paras	September 2020 - June 2021
Grade level teams/supports will collaborate to identify specific student needs to appropriately group students.	Classroom teachers, SPED teachers, IRTs, Title I Interventionist	September 2020 - June 2021
Administer Independent Reading Level Assessment to all K - 4th grade students to determine accurate Independent Reading Levels	Classroom teachers, SPED teachers, IRTs, Title I Interventionist	September 2020 - June 2021

Bi-weekly data review meetings of intervention progress	SPED/ co-taught classroom teacher teams K-5	September 2020 - June 2021
Provide parents/guardians with instructional resources to support virtual learning in the home setting	Classroom teachers	September 2020 - June 2021
Additional support will be given during Reading/Fundations instruction	IRTs, Title I Interventionist, Title 1 Literacy/Technology Coach, Title I paras, SPED teachers, and SPED	September 2020- June 2021

2. Comprehensive Needs Assessment: Schoolwide Reform Strategies- COMPONENT PART 2 MATH:		
Strategies/Activities	**Person(s) Responsible**	**Timeline**
Teachers will be provided with coaching and professional development opportunities focusing on the Bridges curriculum to ensure all content is rigorous.	IRTs	September 2020 - June 2021
Teachers will implement the Bridges Intervention tool kits/resources to support students within their classroom for Tier 1 interventions.	K-5 Classroom Teachers	September 2020 - June 2021
Bi-weekly data review meetings of intervention progress	SPED/ co-taught classroom teacher teams K-5	September 2020 - June 2021
Use daily formative assessments to guide	Classroom teachers, SPED teachers, IRTs	September 2020 - June 2021

instructional decisions		
Teams will collaborate and review math curriculum and data.	Classroom teachers, SPED teachers, IRTs	September 2020 - June 2021

Comprehensive Needs for CLIMATE & CULTURE- COMPONENT PART 3 :

a. School Quality and Student Success Indicators

b. Focus on the Whole Child-Academic & Social Emotional Growth

c. Enhance overall student and staff climate and culture by building positive relationships, establishing school-wide consistent expectations and providing support

INDICATORS:	DESCRIPTION:
STUDENT DEMOGRAPHICS:	**ETHNICITIES**: 157- African American 147- White 65- Two or More 39 - Hispanic 17 - Asian
2019-2020 AVERAGE DAILY ATTENDANCE RATE:	*Distance Learning: Recording attendance must provide equitable opportunities for all students. Consider barriers that prevent students from completing learning activities on a daily basis, and during standard school hours. *95.1% up to March 13, 202 *Absent 20 or more days: *Mobility Rate =22.78%
2019-2020 DISCIPLINE DATA:	***89** In-School Intervention Referrals up to March 13, 2020 (19 repeat

	offenders totaling 58 referrals; 31 received one referral; 39 generated in the classroom *Out of the 89 incidents reported to ISIC, 44% occurred in the classroom. We need to continue infusing evidence based practices. ***18** Administrative Referrals=8 Bus Referrals/10 site base referrals ***31** Students participated in Tier II Interventions. **23** students enrolled in Check-In/Check-Out(CICO) program (20 students Daily Point average at 88%) *Several staff members participated in system level 2020 Conscious Discipline Training by grade levels. *During July 2020, a selected GK Leadership team of six participated in Title 1 Leadership Training Retreat with a focus on the upcoming school year "A Season of Challenge and Change". The team will present school level PD in support of conscious discipline strategies such as Safe Place, Classroom Structures, Zones of Regulations, C.A.R.E. Room (Connecting and Recovery Environment), Staff Self-Care, Class Meetings(a.m./p.m.) and Types of Trauma. *Additionally, staff have Responsive Classroom and PBIS techniques in their toolbox in support of **social-emotional competency.** It is the key to success at school, at home, and beyond. During on-line learning in the spring, parents shared students' frustration due to isolation. For the Fall on-learning, we need to provide home strategies to reduce stress/frustration. Providing each student with a stress-ball (owl) and breathing technique card will teach self-regulation calming activity. *Brain Pop is a tool that provides a range of opportunities that address Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making and fostering equity "Access for All". This tool will be offered to students virtually. Overall, support students faced with stress, poverty, and/or trauma. Research shows that a child's brain changes when exposed to negative factors such as trauma related to Covid-19 and equity barriers. This on-going PD will assist in meeting our target to reduce the amount of classroom disruptions supported by an ISIC visit.

STAFF SUSTAINABILITY:	*Advanced Professional: 23----------*Standard Professional: 13 *Staff represented by "Beginning(0-5), Mid (5-10) and Veteran (15+). *Work with the Department of Human Resources to review teacher credentials *GKES is a Professional Develop Site for student teachers

2. SCHOOL CLIMATE & CULTURE NEEDS ASSESSMENT- Schoolwide Reform Strategies -COMPONENT PART 2-		
Strategies/Activities	**Person(s) Responsible**	**Timeline**
Provide Staff with ongoing support and coaching in the implementation of Conscious Discipline	GK Leadership CD Team Administration	September 2020 - June 2021
Support students faced with stress/trauma/ Check-In/Check-Out (CICO) Program	Tier 11 Target Team; School Psychologist	September 2020 - June 2021
Instill Self/Zone of Regulations Skills; Ten Minute Tuesday Lessons/Counselor Corner-	School Counselor,Classroom teachers	September 2020 - June 2021
Imbed PBIS principles & practices	Classroom teachers, School Counselor; Administration Team	September 2020 - June 2021

3. **Parent, Family and Stakeholder Involvement**- Developed with involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and if appropriate, specialized instructional support personnel, school staff, and other individuals determined by the school. 1114(b)(2)

GKES 2020-2021 PARENTAL INVOLVEMENT PLAN:

Strategies to increase parental involvement such as family literacy services. (Component 6)

Please note that the school's Parent Involvement Plan must be submitted with the School Improvement Plan.

The ESSA Section 1003 establishes requirements for parental notification and involvement in the development and implementation of their child's educational program to improve student academic achievement and school performance. The St. Mary's County Public Schools' Title I Parent Involvement Plan provides for compliance with all federal requirements and mandates, as defined by Public Law 107-110. The St. Mary's County Public School System Title I Parent Involvement Plan is aligned with the six goals of *Maryland's Plan for Family, School, and Community Involvement* as developed by the Division of Student and School Services of the Maryland State Department of Education, March 2003.

Goal 1: COMMUNICATION - Schools and families will communicate frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.

School activities will include:

- **Parental Involvement Plan/School-Parent Compact**. In collaboration with the Greenview Knolls parents and staff we will plan, review and revise the Title I Parent Involvement Policy/Plan and School-Parent Compact and any additional days needed. We will discuss and distribute the plan and ask for suggestions at our GKES before the School Information Session and Open House.
- **Parental Feedback** about our Parent Involvement Plan and School wide Program Plan will be collected formally during GKES before School Information Session, Open House, Grade Level Parent Information Sessions and additional feedback will be gathered through other forms of communication. Parent comments will be submitted to our Title I supervisor for review.
- **Communication Methods**-Greenview Knolls parents will be informed of statewide, local, and school events through our Parent phone information system, GKES website, local media, parent conferences, school events, DOJO, Schoology, and weekly/monthly classroom newsletters. We will work with the county, our ESOL teacher, sign language resources, Title 1 Equity Analyst and various websites to ensure that the information is provided in a language the parents will understand. Schools will respond promptly and positively to parents' phone calls, letters, and visits.

- **Use of Technology -** We provide outside resource information on our GKES website, DOJO, and Schoology for specific family needs, such as attendance, meals support, bus information, community support,, and other family resources. These website links will connect parents directly to information on Title 1, SIP, SBRC as well as with community and school system links and resources to assist with needs beyond the school level. Provide families with devices to support distance learning on the Schoology platform.
- **School Report Card/Individual Student Report** - Each Greenview Knolls parent will be provided with information detailing state academic content standards and assessments as well as the progress of the school and the level of achievement of the parent's child in each of the state academic assessments required under the law. Individual Student Report Cards will be distributed to student families four times during each school year for Intermediate and Primary. Teachers may communicate student progress through phone calls, parent conferences,Class DOJO, Student Portfolios/work samples in addition to four times per year on report cards. Parents can request progress updates at any time as well as student attendance records and contact information. (ESSA Section 1003)
- **Parent Information Events** - Training based on parent surveys and feedback will be provided as needed to improve school communication. **(1118(e)(3)**
    - Virtual Open House (8/27/20)- Inform parents of their school's participation in the Title I program, a description of the goals and support provided by Title I, and the right of parents to be involved. Families will have the opportunity to meet their child's classroom teacher(s). During the 2020-2021 school year the format will be virtual due to COVID-19. (ESSA Section 1003)
    - Parent Information Sessions inform parents of their school's participation in the Title I program, a description of the goals and support provided by Title I, and the right of parents to be involved. Families will have the opportunity to meet their child's classroom teacher(s) and receive more in depth information about the school year. Hold SIT meetings to collaborate with school families and staff. On Aug. 19, 2020, GK SIT meeting to discuss the Comprehensive Needs Assessment/2021 Budget Review.
    - Teacher/Paraprofessional Qualifications – Greenview Knolls parents have the right to request information concerning the professional qualifications of their child's teacher and qualifications of classroom Paraeducators. (ESSA Section 1003)
    - Parent Conferences – Greenview Knolls will offer parents the opportunity to participate in a parent-teacher conference, at least annually, during which the school-parent compact shall be reviewed as it relates to the child's achievement. (ESSA Section 1003)
    - Community Organizations: We will be inviting community organizations to our Title 1 activities to enhance communication between the community, school, and families. **(**ESSA Section 1003)
    - Schoology virtual workshops for parents of GKES students through pre-recorded screencast.
    - Transitions "Moving-Up Events": Pre-K/Head Start to Kindergarten; 5th Gr. to 6th Gr.
    - Include parents/guardians in SIT to increase visibility and participation of parents in other volunteer opportunities. (12/10/20)

Goal 2: PARENTING - Schools and communities will work together to support families' parenting skills and activities that prepare young

children for school and promote ongoing achievement.
School activities may include:

- **Parent Workshops** – Greenview Knolls will hold virtual workshops such as: Schoology and How to handle stress in current times and how to access our Bitmoji Parent/Guardian room that cover tips for identifying emotions and provide Conscious Discipline links. In the Fall in support of distance learning, we will hold a "For the Love of Books"to support parent involvement in their children's literacy development. A Book-Bingo in the spring, in which we will use "parent-friendly" language to review reading strategies that parents can use while working with their children at home. Based upon parent input, we may hold workshops and sponsor speakers that address parenting and child-rearing skills, behavior management, drug awareness, internet safety, special education and focus school needs, academic enrichment, nutrition and mental/physical health, Pre-K Parent Workshops. We will be inviting community organizations to these activities to enhance communication between the community, school, and families. (ESSA Section 1003)
- **Conveying Title 1 Information:** At a variety of venues and platforms such as the GKES website, virtual or on-site events will inform parents of their school's participation in the Title I program, a description of the goals and support provided by Title I, and the right of parents to be involved. (ESSA Section 1003)
- **Student-Family-Staff Engagement Supervisor (SFSES)**,The Title 1 Student, Family, & Staff Engagement Supervisor, School Counselor and Pupil Personnel Worker (PPW) will work collaboratively with parents to facilitate attendance to parent events to include assistance with coordinated child care and/or transportation; when possible and as available. Meeting times for parent events will occur using a varying schedule to accommodate work hours and parent schedules.
- **Home Visits** – School will schedule home visits through our school counselor,PPW, and/or school administrator.
- **Parent Satisfaction Survey** – Greenview Knolls Elementary shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement program in improving the academic quality of the school, including identifying barriers to greater participation by parents. (ESSA Section 1003)
- **Parent Technology Needs Survey-** Greenview Knolls Elementary shall conduct a survey in support of identifying families needs in having home devices in support of distance education through Schoology. One step in enhancing digital access and equity with increasing connectivity/connectedness with distance learning resources. 228 students had information entered in reference to internet and device access.

Goal 3: STUDENT LEARNING - Families will support academic achievement at home by reading with children, helping them with homework, and engaging them in educational activities.

School activities may include:

- **School-Parent Compact** – Greenview Knolls Elementary shall develop, in collaboration with parents, a school-parent compact that outlines how parents, school staff, and students will share the responsibility for improved student academic achievement. (ESSA Requirement) Develop a kid-friendly compact to which students will have daily access. Add compact to website. Student Learning Compact Contract will be reviewed

with students in class, and during other assemblies.

- **Parent Workshops** – Greenview Knolls may hold workshops such as SCHOOL FOR SCHOOLOGY (9/21/20). For the Love of Books (9/30/20) Book Bingo (3/11/21) in which we will review reading strategies that parents can use while working with their children at home. We may hold workshops and sponsor speakers that address parenting and child-rearing skills, behavior management, internet safety, nutrition and health, academic enrichment, and child and adolescent development and family evenings based upon interest and need. We will be inviting community organizations to these activities to enhance communication between the community, school, and families.
- Classroom /Grade Level Dojo, Schoology email (used schoolwide) messages will be sent to make parents aware of upcoming class/grade level events.

Goal 4: VOLUNTEERISM - Parents and community members will volunteer in support of school improvement and student success. School activities will include:

- **Volunteer Log** – Greenview Knolls Elementary School will maintain an electronic volunteer log. Volunteers (to include PTA) will have the option of recording and submitting "after-hours" timesheets in order to assist GKES in accurately tracking total volunteer time.
- **Volunteer Training** - Greenview Knolls Elementary School (TBD) will provide training and support to ensure volunteers participate in **a meaningful capacity that supports school improvement goals.**
- **Volunteer Recognition** – Greenview Knolls Elementary School will sponsor an annual volunteer appreciation event to recognize school volunteers.

Goal 5: SCHOOL DECISION MAKING - Parents, schools, and community members will collaborate on educational decisions that affect children, families, and school improvement.

School activities may include:

- **School Improvement Team** – A diverse group of parents will be invited to participate in the quarterly school improvement team meetings. During these meetings standing committees such as PBIS, Social Emotional Learning, Attendance, Academic Progress, including Title I school budget planning and decision-making. ESSA Section 1003
- Our school will provide information sessions on various areas of the curriculum, program and resources, (e.g., Common Core State Standards Curriculum, new math or reading series, federal requirements and guidelines under Title I, Title III, and IDEA)
- Our School Website will highlight specific educational issues and programs such as Title III (ESOL), IDEA (special education) etc., being addressed by the school improvement team. We will provide Quick links for county-wide programs to support student and family needs, such as school lunch programs, transportation, etc.. ESSA Section 1003

- Staff members encourage scheduled classroom visits and participation in special classroom events. Parents are encouraged to participate in their child's education.

Goal 6: COMMUNITY COLLABORATION - St. Mary's County Public School System, including all Title I schools, will strive to collaborate effectively with The Maryland State Department of Education and local community organizations, agencies, and businesses to promote the academic achievement of all students and the success of all schools.

School activities may include:

- Our school will hold information nights for community leaders, businesses, and organizations to describe the school's strengths and needs as a basis for potential partnering.
- Our school will recognize publicly and/or privately the support of community/business partners.
- Outside counseling services to support the mental needs of our students
- GKES will serve as a site for the 2020 Century 21 Summer Learning Program To Go and Grab and Go Lunch sponsored by SMCPS Food Services.

4. **Coordination and Integration of Federal, State, and local services and programs**-- If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, career and technical education programs, schools implementing comprehensive support and improvement activities under Section1111(d)

- Funds are coordinated and braided through the support of the Department of Equity, Engagement, and Early Access to maximize the use of general, federal, state, and local funds including Title I, Title II, Title III, Title IV, Kirwan, Head Start, and other funding streams as they become available.
- GKES will serve as a site for the 2020 Century 21 Summer Learning Program as well as the To Go and Grab and Go Lunch sponsored by SMCPS Food Services.
- Federal Head Start program supports early learners ages 3 to 4 in full and half day sessions.
- Instructional Resource teachers assist in academic interventions of students and coordinate parent/guardian strategies for home instruction as well as proved professional development.
- Partners such as Maryland SNAP, (Supplemental Nutrition Assistance Program) provide services to students with nutritional lessons to promote a healthy lifestyle.
- Substitutes to provide class coverage for teachers to participate in professional development.
- Connecting literacy development between home and school with providing books.