

**TITLE I
SCHOOLWIDE PLAN**

**Gore Elementary School
Early Childhood – Fifth Grade**

**1200 N W Hwy. 10
Gore, Oklahoma 74435**

**Tonya Pugh, Principal
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**New Site Plan Created for School Year
2023-2024**

2023-2024 Schoolwide Program Core Review Team

The members of the schoolwide program core review team were selected by the administration as those most active in the schoolwide Title I program. The main tasks of this team is to ensure that the students and parents of Gore Elementary School are best served by the Title I program and that the Title I program is reviewed in order to meet the greatest needs of the school community. The core review team was organized by the federal program director. The process to reach decisions and make recommendations is to review services provided, listen to comments by parents at Title I parent meetings, and to analyze the needs assessment and work with the needs assessment review team.

2019-2020 Schoolwide Program Core Review Team Members

| Name | Title | Stakeholder Group |
|-----------------------|------------------------|---|
| Tonya Pugh | Principal | Administration |
| Marissa Edgmon | Early Childhood | Classroom Teacher |
| Phoenix Walker | Elementary | Classroom Teacher |
| Jeanie Spears | Language Arts | Classroom Teacher |
| April Smith | Parent | Parent of child receiving Title I services |

The core review team as shown above was selected based on experience in the school system, grade and/or subject taught, and ability to communicate with other stakeholders within in the plan. The core review team members were given the ten components to gather information. They were to research components and be ready to input information when applicable. Once data was gathered, the whole team met as a group and discussed what needed to be done.

Introduction

Gore Elementary School is located in Muskogee County. The average household income places 14% of families below poverty level. The unemployment rate is 9%.. The adult literacy rate shows 20% of adult’s have less than a twelfth grade education compared to 14% state average. This level of literacy directly impacts the education of the children who come from homes where parents are unable to motivate or assist their children.

Gore Elementary School FY 2019-2020

| | |
|-------------------------|------|
| Grade Span | EC-5 |
| Enrollment | 246 |
| Free/Reduced Lunch Rate | 83% |
| Special Education | 28% |
| ELL | 0 |
| Certified Staff | 16 |
| Student Teacher Ratio | 14:1 |

Assurance Statement

Gore Elementary School diligently works to ensure the health, safety, and civil rights of each student, teacher, staff member, and parent. Our school encourages students and parent to take full advantage of all educational opportunities and services that are offered. Teachers work with parents to ensure that all communications to parents are language and reading level appropriate. Our school honors our obligation to the use of federal funds to supplement not supplant programs and services provided by state, local, and private funding.

Mission Statement

The mission of Gore Elementary School is to facilitate a nurturing, challenging, and safe environment by providing an enhanced educational program for every student, enabling all students to reach their maximum potential in academics and character development.

Objective Statements

1. To give the students a comprehensive understanding of the organization and function of society, with reference to its physical setting and its local, national, and international interest.
2. To develop ideals, attitudes, an appreciation, and loyalties that will assist students in their responsibilities as a citizen of our society.
3. To encourage a love of literature and the ability to recognize its value in today's society.
4. To encourage correctness in oral and written English.
5. To cultivate useful work habits and study skills.
6. To instill character traits of honesty, dependability, loyalty, and trustworthiness.
7. To develop within the students a desire for knowledge, interests, aspirations, and the ability to sense new individual and social values.
8. To develop skills which will enable students to become happy and productive individuals.

9. To encourage the practice of “self-discipline”.
10. To promote health and safety habits for every student.
11. To create a desire to reach their full potential in life and the finer things of life.
12. To guide students to develop the proper use of their leisure time by instilling above mentioned traits.
13. To train students in the qualities which will make them worthy members of a family and society.
14. To build a strong foundation of knowledge and give an insight into various learning avenues and vocations in which students are interested.

2022-2023 OSPT Reading and Math Scores (State test scores)

| Reading | Students Tested | Percentage Passing | % in Each Performance Level | | | | RSA Status | |
|----------|-----------------|--------------------|-----------------------------|-------|------------|----------|---------------|-------|
| | | | Below Basic | Basic | Proficient | Advanced | Does Not Meet | Meets |
| | | | % | % | % | % | % | % |
| Grade 03 | 28 | 6 or 21% | 25 | 54 | 14 | 7 | 18 | 82 |
| Grade 04 | 41 | 8 or 20% | 31 | 49 | 18 | 3 | | |
| Grade 05 | 38 | 7 or 19% | 30 | 51 | 19 | 0 | | |
| Grade 06 | 36 | 8 or 20% | 29 | 51 | 17 | 3 | | |
| Grade 07 | 39 | 5 or 13% | 56 | 31 | 13 | 0 | | |
| Grade 08 | 38 | 5 or 13% | 26 | 61 | 13 | 0 | | |

| MATH | Below Basic | Basic | Proficient | Advanced | Student Tested | Passing |
|-------------|------------------------|--------------|-------------------|-----------------|---------------------------|----------------|
| Grade 3 | 25 | 29 | 36 | 11 | 28 | 13 or 39% |
| Grade 4 | 21 | 46 | 21 | 13 | 39 | 13 or 52% |
| Grade 5 | 22 | 65 | 11 | 35 | 37 | 17 or 46% |
| Grade 6 | 29 | 40 | 20 | 11 | 35 | 11 or 31% |
| Grade 7 | 46 | 18 | 33 | 3 | 39 | 14 or 42% |

2023-2024 Schoolwide Program Focus Goals

| | | | | |
|--|---|--|-------------------------------------|--|
| Description of the Problem, Need, Gap Students increase test scores and show adequate growth in Reading from one year to the next. | | | | |
| Where we are In 2022 18% of third, fourth and fifth grade students passed the state reading tests with a Proficient or advanced score. | | | | |
| Schoolwide Focus Goals In 2023-2024 we will: Reduce the percentage of students scoring below Proficient by 50% Increase the number of students scoring Proficient and advanced to 70% or above. | | | | |
| Schoolwide Action Plan | | | | |
| Strategies and Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Review the curriculum for each reading unit to make sure it aligns with state standards Research Base Classroom Instruction That Works: Research-based strategies for increasing student achievement | Time Use of computer lab Curriculum alignment | Principal Teacher assistants Reading Specialist All faculty | Curriculum alignment - September | Written curriculum pacing guide for each grade school reading per level. |
| All reading classes will review time usage of reading in a school day to time spent. Research Base Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement | Time | Principal Counselor All faculty | August – May | Students reading grades will increase. |
| Strategies and Action Steps | Resources Needed | Person(s) | Timeline | Evidence of Progress |

| | | Responsible | | |
|---|---|--|--|--|
| The Reading teacher and classroom aids will engage in joint sessions to increase teacher skills in technology to help prepare lesson plans for reading. | Computer Lab Smartboards Teacher Assistants | Principal, Tutors, Reading Teachers | August professional development smartboards, Study Island, Accelerated Reading | Reading, Computer Lab, and Library Media Specialist will have a meeting and talk about curriculum integration. At least one student project integrating reading and computer technology curriculum will be completed. |
| Students scoring Basic or Below Basic will be targeted for intervention. Research Base DuFour-Intervention Pyramid 2004. Tomlinson – Differentiated Instruction 2006. | Time | Principal Reading Teachers | As needed | The number of students scoring limited Basic or Below Basic on OSTP state test will be reduced by 50% |
| | | | | |

Comprehensive Needs Assessment Schoolwide Program Component 1.0

| 2023-2024 Schoolwide Program Comprehensive Needs Assessment Review Team | | | |
|---|--|--|---|
| Name or Group | Title | Stakeholder Group | Assignment |
| Sherri Prentice, Chairman Lucky McCrary Tonya Pugh April Smith Larissa Edgmon Carmella McFarland Jeannie Spears | Federal Program Director Superintendent Principal Parent Pre K Teacher Counselor LE Reading Specialist | Administration Administration Administration Parent of Child Receiving Title I Services Support Faculty Classroom Teacher | Clarify goals and set guidelines for assessment Make sub-committee assignments Create rubrics to collect data Review sub-committee reports Review sub-committee reports Make recommendations |
| Early Intervention Reading Team | | | |
| Larissa Kenyon Angie Briggs Starlet Mattox Kari Cunningham Gardner Carmon Smith Jeanie Spears Kimberly Gardner | Early Childhood Kindergarten Kindergarten 1 st Grade 1 st Grade 2 nd Grade 3 rd Grade 3 rd Grade | Classroom Teachers | <ul style="list-style-type: none"> • Review guidelines for reviewing student data provided by OSDE • Analyze state test data and classroom student achievement data for math • Report to OSDE based on OSDE rubric • Review guidelines for reviewing student data provided by OSDE • Analyze state test data and classroom student achievement data for math |

| Data Analyzed | |
|--|--|
| Data Source | Questions Asked |
| Student Records | Who are our students? What is our student enrollment by gender? What is our student enrollment by ethnicity? How many of our students are eligible to participate in the free and reduced lunch program? How many actually participate? |
| State Achievement Tests Report Card Data Teacher Observations | Student Achievement in Reading/Math What reading/math objective(s) do our students score highest in? What teaching strategies are we using that contribute to this high score? What reading/math objective(s) do our students score lowest in? What teaching strategies can we change to help improve lowest reading scores? How many students at each grade level are reading below grade level? What intervention strategies do we have in place to help struggling readers? |
| Teacher Records | Who are our teachers and staff? How many of our teachers are highly qualified? How many of our teachers are teaching in area of certification? |

| Timeline for Conducting Needs Assessment | | |
|---|---|----------------------------------|
| Date | Task | Responsible Team or Group |
| August | Core Review Team develops rubric to analyze state assessment data | Core Review Team |
| September | Grade teams analyze state data and report findings to CPT | Instructional Teams |

**Comprehensive Needs Assessment
2.0 Research-Based Reform Strategies**

| Strengths Accelerated Reading usage and Reading Eggs usage | | | | |
|---|--|----------------------------------|--|--|
| Gaps 75% of students scored low on reading on state testing. | | | | |
| Scientifically-Based Research Action Plan | | | | |
| Strategies and Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Reduce the number of students scoring below limited knowledge or unsatisfactory on reading by 5% | Time | Principal Teachers | August training Implement first of school | Was the number of students scoring below satisfactory reduced by 50% |
| Schoolwide – Reading teachers aligning curriculum | Time | Principal | August training | Lesson plans, observation, samples of student work, increase in reading achievement scores |
| Schoolwide –Use of Accelerated Reading, Reading Eggs, and technology | Computer Software Smartboards Teacher Assistants | Principal Grade Level Team | August - June Accelerated Reading and Study Island the first day of school and review success and failures during weekly planning periods | Better reading class work and grades Benchmark testing on Accelerated Reading and Study Island, Reading Eggs, and State testing |
| Research Base Curriculum Mapping Charting the Course for Context – Heidi Jacob Accelerated Reading and Study Island are research based. | | | | |
| Questions to ask to know how well the action plan was implemented. Was curriculum alignment obvious in lesson plans and in use during classroom observation? Was training Study Island and Accelerated Reading completed and are they being used in the classroom? | | | | |

Are we meeting the reading needs of all students?

Questions to ask to know what impact the action plan had on student achievement?

Was the number of students scoring below satisfactory reduced by at least 5%?

**Comprehensive Needs Assessment
3.0 Highly Qualified Teachers**

| Strengths | | | | | |
|--|---|--|----------------------------|--|--|
| Certified Teachers | HQ Teachers Teaching in the field for the entire day | National Board Certified Teachers | Reading Specialists | Teachers trained in RTI | Teachers trained in intervention strategies |
| 17 | 17 | 0 | 1 | 8 | 10 |
| Gaps | | | | | |
| Number of National Board Certified Teachers needed | | | | | |
| Highly Qualified Teacher Action Plan | | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress | |
| Teacher to complete National Board Certification | Time | Teacher | 3-5 years | Certification complete | |
| Most experienced and successful teachers will work with students not achieving state standards in an effort to raise reading scores on state tests by 50% in classrooms, after school and summer tutoring. | Time | Superintendent | August | Experience, successful teachers are working with students in most need | |
| Questions to ask to know how well the action plan was implemented. | | | | | |
| Did the teacher working out of his area take and pass the state test? | | | | | |
| Did one teacher complete the Reading Specialist certification? | | | | | |
| Are the most experienced and successful teachers working with students who are in danger of not meeting state standards? | | | | | |
| Questions to ask to know what impact the action plan had on student achievement? | | | | | |
| Have reading scores on state tests been improved by 4% or more? | | | | | |

**Comprehensive Needs Assessment
4.0 Professional Development**

| | | | | |
|---|-----------------------------------|----------------------------------|-----------------|--|
| Strengths All paraprofessionals are highly qualified. 100% of teachers are highly qualified. | | | | |
| Gaps No teachers have personal professional development plans | | | | |
| Professional Development Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Reduce by 5% or more students scoring limited knowledge and unsatisfactory on state testing. | Time and Professional Development | Principal Teachers | May | An increase of 5% or more in scores on the OCCT. |
| Every teacher will prepare and/or update a personal professional development plan. | Time and training opportunities. | Principal Teachers | May | Personal professional development plan on file for every teacher |
| Accelerated Reading and Study Island training for all staff. | Time and training opportunities | Librarian Principal Teachers | August | Every staff member trained in Accelerated Reading and Study Island that uses the program |
| Research Base Collaborative Peer Coaching That Improves Instruction by Dwight Allen and Alyce C. LeBlanc | | | | |
| Questions to ask to know how well the Action Plan was implemented. Has all staff that work with Accelerated Reading and Study Island been trained in the program? Does every teacher have an updated personal professional development plan? | | | | |
| Question to ask to know what affect the Action Plan had on student achievement. Has the number of students below the benchmark in RSA and Reading state testing been reduced by 50%? | | | | |

**Comprehensive Needs Assessment
5.0 Recruitment and Retention of Qualified Teachers**

| | | | | |
|---|-------------------------|------------------------------|-----------------|----------------------------------|
| Strengths 1 out of 17 teachers are eligible for retirement. | | | | |
| Gaps 28% of the teachers live in the Gore district. | | | | |
| Recruitment and Retention of Qualified Teachers Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Sending teachers and paraprofessionals to college | Tuition assistance | Superintendent | Year round | Certification or advanced degree |
| Research Base Collaborative Peer Coaching That Improves Instruction by Dwight Allen and Alyce C. LeBlanc | | | | |
| Questions to ask to know how well the Action Plan was implemented. Is the school able to keep experienced teachers? Have any paraprofessionals attended college? Have teachers been participating and learning from the induction program? | | | | |
| Questions to ask to know what affect the action plan had on student achievement. If we complete this action plan, the effect on student achievement should continue at the current level or better. Is the induction program preparing teachers to be highly qualified? How many paraprofessionals are attending college? | | | | |

**Comprehensive Needs Assessment
6.0 Parent Involvement**

| Strengths One parent serves on the core review team. We have parent teacher conferences 2 times a year. Parents are encouraged to visit school and their child’s classroom throughout the year. Literacy day once a month for all parents School-Parent compact reviewed and updated in August. | | | | |
|--|---|--|---------------------|---|
| Gaps Fewer than 70% of parents take advantage of the interpretation sessions for test results and/or parent teacher conferences. | | | | |
| Parental Involvement Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Literacy day once a month for all parents | REACH coach, parents, communication, time, budget | Principal, teachers, parents, REACH coach | Once a month | Continued parental involvement as shown through sign-in at meetings |
| Continue to have strong parent representation on appropriate teams and committees | Parents, communication | Principal, committee/team leaders | As needed | Continued parental representation on teams and committees |
| Continue to hold parent/teacher conferences 4 times a year. | Scheduling, communication | Principal, teachers | One each quarter | Conferences held once a quarter |
| Review and update school-parent compact | Time | Principal, review team, 2 parents, counselor | Review in September | Updated school-parent compact is ready for implementation in September 2013 |
| Written parental involvement | Time, Budget, | Principal, counselor, | Parent/teacher | Copy of policy noting |

| | | | | |
|---|------------------------------------|----------------------------------|---------------------------------|---|
| policies | Printing | classroom teachers, | conferences | distribution process and date of distributions Handbooks first day of school |
| Student achievement reports and test scores | Scheduling, teachers, test results | Principals, teachers, counselors | When test results are available | Test results were interpreted for parents. |
| Non-highly qualified teacher notifications | Method of notifying all parents | Principal | At the beginning of the term | Copy of letter notifying parents of HQ teacher deficiencies and date of distribution |
| Notice of annual Title I information meeting | Method of notifying all parents | Principal | As soon as scheduled | Proof of publication |
| Information of Title I Part A programs and opportunities for parents to request regular meetings with teachers | Method of notifying all parents | Principal | Beginning of term | Copy of letter notifying parents about Title I Part A programs and explaining opportunities for parents to request regular meetings with teachers |
| Research Base Policy, Compact, and Parental Notice sections: Section 1118, ESEA 2001 and Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004. | | | | |
| Questions to ask to know how well the Action Plan was implemented. Do we have strong parent representation on all teams and committees? Did we hold parent/teacher conferences 4 times this year? Were each of the Federal guidelines addressed as indicated? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. If we complete this action plan, the effect on student achievement should continue at the current level or better. | | | | |

**Comprehensive Needs Assessment
7.0 Transition Strategies**

| | | | | |
|---|---------------------------|------------------------------|-----------------|------------------------------------|
| Strengths Prior to age 3 students are evaluated and services are transferred from Sonner Start to the public school as deemed appropriate. 5 th grade students go to the upper elementary and eat lunch and tour in May as a transition. | | | | |
| Gaps No recommended summertime activities contribute to the movement from grade to grade. | | | | |
| Transition Strategies Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| A summertime activity will allow for students to move from grade to grade. | Scheduling, communication | Principal, Teachers | May | Results of the transition activity |
| Research Base Study Island, Reading Eggs. | | | | |
| Questions to ask to know how well the Action Plan was implemented. Will a survey of 6 th grade teachers indicate a 5 day reduction in adjustment time for 6 th grade students? Study Island Benchmarking | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. Will a survey of teachers indicate a reduction of 5 days or more in student adjustment time so that teachers could move ahead with the curriculum? Study Island Benchmarking | | | | |

**Comprehensive Needs Assessment
8.0 Data Driven Decision Making**

| Strengths Teachers have aligned all curriculums with new state standards School has purchased the Accelerated Reader and Study Island program to evaluate progress based on alignment. | | | | |
|--|---------------------------------------|-----------------------|----------------------|---|
| Gaps In 2017 28.2% of our K-3rd grade students were unable to meet the Reading Sufficiency Act benchmark. Only 18% of third – 5 th grade students passed the state reading tests. | | | | |
| Data Driven Decision Making Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Use Accelerated Reading in all grades and revise as needed. | Benchmark tests Teacher Assistants | Principal, teachers | Give tests quarterly | Curriculum is used to determine weaknesses and target those weaknesses. |
| Use aligned curriculum and benchmark tests in all grades grade by 5% the number of students scoring low on testing or below reading level. | Alignment charts, benchmark tests | Principal, teachers | All year | A 5% reduction in the number of students scoring below benchmark. |
| Research Base Administrator’s Guide – How to Support and Improve Mathematics Education in Your School, by Amy J. Mirra | | | | |
| Questions to ask to know how well the Action Plan was implemented. Are teachers continuing to use the Accelerated Reading and Study Island curriculum? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. Has the number of students scoring below the benchmark according to state testing been reduced by 50%? | | | | |

**Comprehensive Needs Assessment
9.0 Intervention Strategies**

| | | | | |
|---|------------------------------------|------------------------------|-----------------|--|
| Strengths | | | | |
| We have one resource teachers trained in intervention strategies. They work with teachers to find additional strategies when students are not being successful. | | | | |
| We are using STAR in 1 st -3 rd grade and teacher recommendation to begin an intervention. Grades 4 and 5 we also use Alpha Plus. | | | | |
| In 1 st -3 rd grade, we use teacher recommendation to begin an intervention. | | | | |
| The intervention specialists and the classroom teacher meet to determine when the student has mastered the curriculum and end the intervention. | | | | |
| Gaps | | | | |
| Time for conferencing between the specialist and classroom teacher is limited. | | | | |
| Intervention Strategies Action Plan | | | | |
| Strategies, Action Steps | Resources Needed | Person(s) Responsible | Timeline | Evidence of Progress |
| Continue to use the intervention strategies that are in place and working. | Resource teachers, materials, time | Principals, teachers | As needed | Less frequent interventions and shorter intervention times |
| Research Base | | | | |
| Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano, J. Pickering and J.E. Pollock. | | | | |
| Questions to ask to know how well the Action Plan was implemented. | | | | |
| Are existing strategies continuing to increase student learning? | | | | |
| Has communication between specialist and classroom teacher been improved with the help of the paraprofessional? | | | | |
| Questions to ask to know what affect the Action Plan had on student achievement. | | | | |
| Have the number of interventions and the length of the intervention been reduced? | | | | |

Comprehensive Needs Assessment
10.0 Coordination of Federal, State, and Local Programs and Services

| Coordination of Federal State, and Local Programs and Services | | |
|---|-----------------|---|
| Title I A | Reading | Reading Specialist Early Childhood Program |
| Reap Flex | Early Childhood | Highly qualified paraprofessionals |

| 2023-2024 Consolidated Instructional Budget | | | | |
|--|--|-------------------|------------------------|-------|
| Title | Activity | State | Federal | Other |
| Classroom Teachers | Instruction | 11 - General Fund | | |
| Reading Specialist | Reading | | 1 – Reading Specialist | |
| Paraprofessional | Aide for early childhood education | | 2 – Paraprofessional | |
| Early Childhood Teacher | Early Childhood | | 1 - Teacher | |
| Library Media Aid | Reading Materials distribution by ability. | | 1-Aid | |

IMPLEMENTATION TIMELINE

| ACTION | DATE TO IMPLEMENT |
|---|--------------------------|
| <i>Open House</i> | <i>August</i> |
| <i>Accelerated Reader Training</i> | <i>August</i> |
| <i>Study Island Training</i> | <i>August</i> |
| <i>Special Education Training</i> | <i>August</i> |
| <i>Study Island Benchmark Testing</i> | <i>August</i> |
| <i>Accelerated Reading Benchmark Testing</i> | <i>August</i> |
| <i>Smartboard Training</i> | <i>August</i> |
| <i>Teacher in-service to analyze data and make recommendations on students.</i> | <i>August</i> |
| <i>Instructional Effectiveness coach</i> | <i>August</i> |
| <i>Distribute and sign parent-school compact</i> | <i>September</i> |
| <i>Curriculum Alignment</i> | <i>September</i> |
| <i>Parent Teacher Conference</i> | <i>October</i> |
| <i>Reading Sufficiency Act Testing</i> | <i>August</i> |
| <i>District review of Title I Plan</i> | <i>December</i> |
| <i>Parent Teacher Conference</i> | <i>February</i> |
| <i>Curriculum Alignment</i> | <i>February</i> |
| <i>Title I Public Meeting</i> | <i>February</i> |
| <i>State Reading Testing</i> | <i>April</i> |
| <i>State Testing</i> | <i>April</i> |
| <i>Literacy and Math Nights for Parents</i> | |
| <i>Monthly</i> | |

PLAN MODIFICATIONS

ANNUAL PROGRAM REVIEW AND PLAN UP-DATE

- I. OSDE state test scores will be reviewed in August every year during in-service meetings. Intervention decisions will be made based upon data. (OSDE, Accelerated Math, Accelerated Reading). OSDE state tests will be given in April to see if goals have been met.
- II. Principal, Math department chair, Reading department chair, and paraprofessionals will be the stakeholders involved in analysis of data.
- III. Discussion by team will determine mediations that are needed to help individual students. Team will review data given and discuss what is best for each student and adjust their schedule as needed.
- IV. The process that will be used to review and update our schoolwide plan will be the team meeting yearly to discuss plan and make adjustments to goals. The Title I Director, Principal, teacher, and teacher assistants will serve as a team to work to keep the plan on target and make modifications as needed. When plan modifications are identified as being needed, it will be discussed at the next Title I committee meeting. The entire committee will be involved in making decisions about upcoming and immediate changes. If a consensus is not able to be obtained, the Title I Director and Principal will decide the final outcome. The decision will be noted in the plan and written in the revised plan for the next year. The decision, if needed, may be implemented immediately.
- V. Members of team are listed at the beginning of the plan.