

2023-2024 Ohio County Schools Title I Schoolwide Plan for Elm Grove Elementary

HQ Teachers

Name of Teacher/Paraprofessional	Assignment	Certification/Qualifications
Summer Kinser	Pre-K	Elementary Education K-6, Preschool-Special Needs PK-K, Community Programs PK
Cheryl Williams	Kindergarten	Early Childhood N-3, Elementary Ed. 1-6
Andrea Graham	Kindergarten	Elementary Ed. K-6, Early Ed., Multi Categorical Special Education (LD, BD, MI) K-6, 5-AD, Autism K-6, 5-AD
Karen Perkins	Kindergarten	Early Childhood Ed. PK-3
Elizabeth Ballog	First Grade	Multi K-8, ECE, BD/LD/MI K-AD
Lynne Clemont	First Grade	Elementary 1-6, BD K-12, MR K-12
Deena Gray	Interventionist	Elementary K-6, Principal PK-AD, Supervisor General Instruction PK-AD, Superintendent PK-AD
Melissa Porter	Second Grade	Elementary Ed. 1-6
Alexis Roeder	Second Grade	Elementary Ed. K-6, Early Ed., PK-K
Jennifer Scarnecchia	Second Grade	Elementary Ed. K-5, Early Ed., PreK
Deborah Ashbrook	Third Grade	Elementary Ed. K-8, Math 5-8
Kathryn Wheeler	Third Grade	K-8, PK-1
Naomi Karczewski	Fourth Grade	Elementary Ed. K-6, ESOL Endorsement K-12, Reading Endorsement K-12
Sharon Ramsey	Fourth Grade	Elementary Ed. 1-6, Gen. Science 4-8
Timorie Fahey	Fifth Grade	Elementary Ed. K-6

Stacy Dormas	Fifth Grade	Elementary Ed. K-6, ECE PK-K
Alexandria Parker	Fifth Grade	Elementary Ed. K-6
Jennifer Connelly	Title I Math	Elementary Ed. K-6
Nancy Holden	Title I Reading	Early Childhood Ed. NS-6, Reading PK-AD
Tim Shepherd	Media Specialist	Elementary Ed. K-6
Shaun Black	Physical Education	PE and Health K-12
Gwynne Groves	Music	Music PK-AD
Ellen Culler	Art	Art 1-12
Tammy Tomazoli	Special Education: Active Learning Class	Elementary Ed. K-6, Severe Disabilities K-AD, Multi-categorical Special Education (LD, BD, MI) K-6
Stefanie Cirilli	Title I Reading	Elementary K-6, , Multi-categorical Special Ed. (LD/BD/MI) K-6, 5-AD, Autism K-6, 5-AD, Reading Specialist PK-12, Reading Endorsement K-6, Principal PK-AD, Supervisor of Instruction PK-AD, National Board Certified Teacher-Exceptional Needs Specialist
Alisha Curtin	Special Education: Multi-categorical	Early Childhood Ed. PK-K, Elementary Ed. K-6, Multi-categorical Special Ed. (BD, LD, MI) K-6, 5-AD, Autism K-6, 5-AD
Brittany Friend	Special Education: Multi-categorical	Elementary Ed. K-6, Multi-categorical Special Ed. (LD, BD, MI) K-6, Autism K-6
Emily Armstrong	Preschool Special Needs	Preschool Special Needs, Elementary K-6, Early Childhood, Multi-categorical Special Ed. (LD, BD, MI), Autism K-6, Autism 5-Adult
Kamden Dulesky	Speech Therapy	Speech/Language Pathology

Jennifer Cline	Speech Therapy	Speech/Language Pathology, Nationally Board Certified
Heather Hines	Home School Intervention Counselor	K-12 School Counseling, National Board Certified Counselor
Marleah Donahie	Communities in Schools Coordinator	MSW, LSW
Richard Dunlevy	Principal	Principal PK-12; Social Studies 7-12

Title I Staff and Utilization

Teacher Name	Mathematics/Reading/Home-School Counselor	Utilization
Nancy Holden	Title I Reading	This Title I Reading specialist serves as an interventionist for Targeted and Intensive students in 3-5 (students who have not been identified as Special Education), based on benchmark assessments, WVGSA, and other assessment data. This specialist collaborates with classroom teachers and the special education teachers to provide instruction in identified areas of weakness.
Stefanie Cirilli	Title I Reading	This Title I Reading specialist serves as an interventionist for Targeted and Intensive students in K-2 (students who have not been identified as Special Education) based on benchmark assessments and screeners. This specialist collaborates with classroom teachers and the special education teachers to provide instruction in identified areas of weakness.
Jennifer Connelly	Title I Math	This Title I Math specialist serves as an interventionist for Targeted and Intensive students in grades K-5 (students who

		have not been identified as Special Education) based on teacher-made benchmark assessments and other assessment data. This specialist collaborates with classroom teachers and the special education teachers to provide instruction in identified areas of weakness.
Heather Hines	Title I Home School Intervention Counselor	The Title I Home School Intervention Counselor monitors attendance and serves as a liaison between home and school. Counseling services are also available to students through the coordination of the Home School Intervention Counselor.
Date and method of "Parents Right to Know" notification: This was included in the back to school newsletter, which was distributed on August 22, 2023.		
Date and method of Principal Attestation notification: This is included in the back to school newsletter, which is distributed on the first day of school on August 22, 2023.		
Program Overview		
<p>The Elm Grove Elementary School Title I Program has as its main focus the success of all students. Performing at mastery or above levels on state-established content standards (emphasis on reading, language, and mathematics) is a major component for success in school. Parent involvement and early interventions also are major components for student success. Therefore, the Title I staff has established the following goals and objectives to provide all students with educational opportunities:</p> <p><u>1. To succeed in the regular classroom:</u></p> <p>The Math and Reading Specialists will:</p> <ul style="list-style-type: none"> -Implement MTSS (Multi-Tiered System of Supports) with Reading/Language Arts and Mathematics to identify students for Targeted and Intensive interventions in Grades K-5 -Provide tutoring in reading and mathematics with a focus on basic skills and state test preparation -Facilitate lessons emphasizing targeted deficiencies based on classroom assessments, STAR, IXL, Interim Assessment data, ELRS in Pre-K and Kindergarten, and WVGSA testing in grades 3-5. <p>The Home School Intervention Counselor will:</p> <ul style="list-style-type: none"> -Schedule and/or implement Universal Prevention (Tier 1) using the research-based curriculum at least once a month in grades K through 5. -Provide supportive counseling on an individual basis to students who are in crisis, whether academically, socially, emotionally, and/or behaviorally in the classroom. -Implement and/or schedule small group psychoeducational counseling sessions as needed to enhance positive self-concepts and social/emotional learning. -Work with students and their parents at school or home to improve academic performance and to develop positive self-esteem, behaviors and social skills. 		

- Coordinate with community agencies to bring Tier 1, Tier 2, and Tier 3 services to students.
- Coordinate with community agencies for advocacy purposes for students and families.

2. To attain/maintain grade level proficiency:

The Math and Reading Specialists will:

- Participate in Professional Learning Communities with classroom teachers and other specialists to promote student achievement in the classroom and grade level proficiency during the year
- Utilize Interim Assessments as a tool for formative assessment in Grades 3-5
- Countywide benchmarks for ELA and Math (STAR and IXL) will be used to assess skills and monitor progress in ELA and math concepts. Pre-K and Kindergarten use the Early Learning Reporting System.

3. To monitor and increase attendance rate:

The Home School Intervention Counselor will:

- Track and maintain records of regular school attendance
- Identify students with attendance problems and work with families to improve school attendance
- Coordinate services with the county Attendance Director who will appear in court for truancy issues

4. To provide parents with training, reports, and opportunities for participation in school organizations:

The Home School Intervention Counselor will:

- Provide outreach services to parents and families including making contact, provide information about available services, and provide referral services to meet individual family needs
- Distribute information to parents about students and the school, along with training, to support their child's achievements
- Share local training opportunities with all parents to develop parenting skills that will enable their child to succeed in school

Initially, the Title I staff will meet with classroom teachers to discuss the previous year's test results and classroom performance of students. At the beginning of the school year, reading and math data is disseminated to teachers in Grades 1-5. End of year grade level data from the previous year is provided to grade levels. Ongoing communication among the professional staff will take place through Professional Learning Communities. Student achievement and behaviors in the regular classroom are driving forces for the Title I program. The Title I Reading Specialists, Title I Mathematics Specialist, and Home-School Intervention Counselor meet with the classroom teachers on a bimonthly basis. Title I Specialists work with the classroom teachers to provide instruction that addresses the established content standards and objectives to targeted students. Reteach strategies are an integral part of the Title I program. Title I staff provides Extended Day instruction and activities. Extended Day is scheduled before the school day begins and during the summer (Extended School Year program through the LEA). There are also educational activities planned for our parent involvement nights.

Specific Content Areas

MATH: The standards-based curriculum GO Math! is used in Grades K-5. Kindergarten also uses KinderMath. Classroom teachers differentiate instruction and provide accommodations when needed such as extended time, reduced assignments, peer assistance, online tools, math centers, and math manipulatives to facilitate learning. The Math Specialist assists with Targeted and Intensive Instruction in Grades PK-5.

READING/LANGUAGE ARTS: Overall emphasis is on the five dimensions of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension, as well as writing. Our reading

programs are based on Science of Reading research. Wit & Wisdom reading program is utilized for instruction in Grades K-5. This program focuses on reading comprehension, vocabulary, and writing. Foundations and Geodes are utilized in Kindergarten through Grade 3 to instruct students in phonics, phonemic awareness, fluency, and spelling. Kindergarten also adopted the Heggerty program for phonological awareness. Reading Specialists assist with Targeted and Intensive Instruction in Grades K-5.

Transition Plan

The transition process from special needs preschool begins in late February or early March. A permission to evaluate is sent home to the family letting them know that their child will be exiting the program at the end of the school year. After the permission to evaluate is signed, a multidisciplinary team, consisting of a psychologist, preschool disability specialist, licensed occupational and physical therapist, and a speech pathologist complete an assessment to assist in determining appropriate educational services that the child needs to meet eligibility criteria for the following school year. After the assessment is completed, the team, parent, and any other necessary professional staff (home school) are invited to an eligibility meeting to review results and to look at services or programs for which the child meets eligibility criteria. If an IEP is required, the family meets with the receiving school to complete the IEP and meet with the staff. Additionally, the principal conveys congratulations at the end of the year and encouragement to parents and students matriculating to the early childhood programs. Elm Grove Kindergarten staff makes phone calls with Kindergarten parents to plan a meeting with each parent and student before the school year begins.

The Home School Intervention Counselor will begin transitioning Fifth Grade to the middle school during the month of January. The Home School Intervention Counselor will provide information to the Fifth Grade students regarding the courses, clubs, and sports that are offered at Bridge Street Middle School. Home School Intervention Counselor will also assist with the course scheduling for their Sixth Grade year and assist with the tour for students and parents.

Parent Involvement Plan

Title of Session	Brief Description	Presenter	Date
Back to School Night	Students in Grades 1-5 visit their classrooms and meet their teachers and classmates. Title I Staff had a resource table to communicate with parents and share information about Title I. WVGSA scores were distributed. Pre-K and K families had individual school visits with their teachers.	Classroom Teachers and Staff	August 21, 2023
Elm Grove Title I School Wide Planning Meeting	Discuss policies, Strategic Plan, Title I Schoolwide Plan, parent trainings, assessments, curriculum, parent involvement activities, and Extended Day program.	Principal, Title I Staff, Special Education Teacher, Classroom Teachers, and Parents	September 14, 2023 and March 2024
Parent/Teacher Conferences	Phone conferences and meetings are held as needed to discuss student progress and assist in	Classroom Teachers,	2023-2024 School Year

	meeting the needs of each student at Elm Grove.	Title I Staff, and Special Education Teachers	
Parent Trainings	Counseling SEL Newsletter each nine weeks Share local community training opportunities Community resources and representation at all family involvement events	Home School Intervention Counselor	2023-2024 School Year
Fall Family Fun Night	A family fun night will take place in October. Families will participate in educational activities.	Title I Staff and Teacher Volunteers	Fall 2023
Spring Family Fun Night	A family fun night will take place in March. Families will participate in educational activities.	Title I Teachers and Staff Volunteers	Spring 2024

Other Parent Involvement Activities/Correspondence

Other Activities/Correspondence	Frequency
Home School Intervention Counselor available for parents, staff, and students	Daily
Care calls for absent students	Daily
Classroom newsletter	As needed
Counseling SEL Newsletter	Once every nine weeks
School Messenger Parent Calling System will be utilized to contact parents of students with 3+ unexcused absences from school	As needed
Schoology	As needed
Student agenda/planners	Daily
Parent-teacher conferences	As needed
Remind texts	As needed

Parent Involvement Policy

ELM GROVE ELEMENTARY SCHOOL PARENTAL INVOLVEMENT POLICY
2023-2024

PART I. GENERAL EXPECTATIONS

Elm Grove Elementary School agrees to implement the following statutory requirements:

Consistent with section 1118, Elm Grove Elementary School will ensure that the required school level parental involvement policy meets the requirements of section 1118 of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

Elm Grove Elementary School will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and Elm Grove Elementary School.

In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, Elm Grove Elementary School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when Elm Grove Elementary School submits the plan to the local educational agency (Ohio County School District).

Elm Grove Elementary School will involve the parents of children served in Title I, Part A schools in decisions about how funds reserved under this part are spent for parent involvement activities. Elm Grove Elementary School will build its own and the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

Elm Grove Elementary School will provide parental involvement activities under section 1118 of the ESEA in the areas of improving student achievement, child development, child rearing, and additional topics parents may request.

Elm Grove Elementary School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Elm Grove Elementary School shall take the following actions to involve parents in the joint development and review of its school parental involvement policy under section 1118 of the ESEA:
 - Parents will serve on the Title I School Wide Committee
 - Parents will provide feedback through annual program effectiveness surveys and dialogues with teachers and principal

- Parents will review the policy upon completion and provide feedback.
2. The Elm Grove Elementary School shall take the following actions to involve parents in the process of planning, joint development of the program, and review and improvement of programs under Title I Part A of the ESEA :
 - Parents will serve on the Title I School Wide Committee
 - Parents will provide feedback through annual program effectiveness surveys and dialogues with teachers and principal
 3. The Elm Grove Elementary School shall hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. Elm Grove Elementary School will invite all parents of children participating in Title I, Part A programs to this meeting.
 - Meeting will be held in conjunction with our Back to School Night or initial Parent/Teacher Organization (PTO) meeting.
 4. The Elm Grove Elementary School shall provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - Written/oral communication
 - Parent/teacher conferences
 - Mid-term reports every grading period
 5. The Elm Grove Elementary School shall, at the request of parents, provide opportunities for regular meetings, held at flexible times for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Elm Grove Elementary School will respond to any such suggestions as soon as practicably possible by:
 - Written/oral communication
 - Parent/teacher conferences
 - Collaboration with PTO
 6. The Elm Grove Elementary School shall provide each parent an individual student report about the performance of their child on the state assessment in at least math, language arts and reading by:
 - Providing reports of the students' scores from state assessments with an explanatory letter
 - Parent/teacher conferences
 7. The Elm Grove Elementary School shall take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002):
 - Written/oral communication
 8. The Elm Grove Elementary School shall provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described below --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child's progress, and
- how to work with educators:
 - Training sessions
 - Written communications
 - Family nights

9. The Elm Grove Elementary School shall provide materials and training to help parents work with their children in the areas of improving student achievement, (including literacy training and using technology) child development, child rearing, and additional topics parents may request.

- Individual Title I School Programs:
 - Internet safety
 - Test anxiety
 - Math
 - Literacy

10. The Elm Grove Elementary School shall, with the assistance of its parents, educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Professional development presentations
- Resource materials
- Teacher training
- Family nights

11. The Elm Grove Elementary School shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with our Universal Preschool Program families. Elm Grove Elementary School will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Written/oral communication
- Family nights
- Parent/teacher conferences

12. The Elm Grove Elementary School shall take the following actions to ensure that information related to the school and parent—programs, meetings, and other activities—is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Written/oral communication
- School newsletter

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- Arranging school meetings at a variety of times between teachers or other educators who work directly with participating children, arranging phone meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Title I School Wide Committee meetings.

This policy was adopted by the Elm Grove Elementary School in March 2023, and will be in effect for the period of July 1, 2023 thru June 30, 2024. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2023.

Principal
August 22, 2023

Date and method of distribution: The parent involvement policy is printed in the student agenda which is provided to every student. It is distributed on the first day of school or when the child enrolls at Elm Grove Elementary School.

Date available in Main Office: A copy is available to parents and visitors in the main office.

School-Parent Compact

Student Name (print) _____ **Grade** _____
(Parent and Student: Please be sure to sign the other side of this document. Thank you!)

Elm Grove Elementary
SCHOOL-PARENT COMPACT
2023-2024

Elm Grove Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (all students in a school wide program), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2023-2024.

School Responsibilities

Elm Grove Elementary School will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - *Provide an atmosphere for learning and opportunities for success which will help to develop a responsible, caring, and independent student.*
 - *Provide a coordinated program which addresses the specific needs of each student.*
 - *Provide a variety of instructional strategies, techniques, and technology training.*
 - *Provide regular oral and written communication to parents.*
2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - *At the beginning of the school year on Back to School Night and at regularly scheduled parent-teacher conferences as needed.*
3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - *At the interim of each grading period and the end of each grading period.*
4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Staff will be available for consultation with parents by arranging a conference through a phone call to the school office or a note sent to the teacher. These conferences will be arranged before or after school hours or on days designated for parent conferences.*
5. **Provide parents opportunities to volunteer and participate in their child's class and observe classroom activities as follows:**
 - *Parents may participate and/or volunteer in school functions through membership in PTO and approval by the Ohio County Board of Education.*
 - *Approved parents may volunteer as chaperones on school trips as needed.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Ensuring faithful attendance.*
- *Providing a quiet place to study and overseeing the completion of homework.*
- *Monitoring the quality and quantity of our child's television and video games.*
- *Participating in decisions relating to our child's education.*
- *Promoting positive use of our child's extracurricular time.*
- *Staying in communication with the school and school district by promptly reading all notices either received by our children or by mail and responding if necessary.*
- *Attending school activities as we are able: parent education programs, parent/teacher conferences, open houses, and other related programs.*



Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- *Do my homework as assigned, and ask for help when needed.*

- *Read outside of school as much as possible.*
- *Give all notices and information from my school to my parents or the adult who is responsible for me.*
- *Participate responsibly in my own learning.*

Parent Signature(s) _____

Student Signature _____ **Grade** _____

Principal Signature _____

Title I Staff Signatures _____

Additional Required School Responsibilities

Elm Grove Elementary will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting on Back to School Night and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (all students in a school wide program), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, reading, and language arts.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
- 9.

Parent Signature _____

Student Signature _____ **Grade** _____

Principal Signature _____

Title I Staff Signatures

Date and method of distribution: The parent compact was distributed on 8/29/2022. We received 100% return rate for the 2022-2023 school year.

A copy of the School-Parent Compact is available to parents and visitors in the main office.

Parent Involvement Planning

Describe how parents are involved in the planning, implementation, and evaluation of the Title I program.

Parents are invited to offer input through annual surveys of the Title I program and a parent need survey. Following completion of the survey in the spring, Elm Grove Elementary holds a meeting with the Title I Schoolwide Committee. At this meeting, we review and revise the School-Parent Compact, Parent Involvement Policy, Title I Schoolwide Plan, and the Strategic Plan. In this way, parents are actively involved in the implementation and evaluation of the Title I Program. Parents complete a survey at each parent involvement activity, and the results are analyzed and discussed. Additionally, parents complete a Parent Need Survey in the spring.

Date of surveys: March 2023

Results of surveys:

Parent Need Survey

Eighty-two families completed the Title I Parent Need Survey. In the academic setting, the survey results showed that 39 % of the families believed their child needed additional help with reading, 27% with writing, and 41% with math. 7% of families responded that they needed help with other subjects. 16% of families responded that they needed help completing homework. 28% of families responded that their child needed help with how to manage time. 21% of families responded that their child needed help with performing well on standardized tests. 22% of families responded that their child needed help with their social/emotional development. 37% of families responded that their child needed help with their decision-making, communication, and life skills. 15% of families responded that their child needed help with their character development. 33% of families responded that their child needed help with their self- concept and confidence. 50% of parents reported that they attended a family fun night this year.

Teacher Need Survey

The teachers at Elm Grove Elementary were also surveyed regarding their satisfaction with the Title I program. Fourteen teachers completed the end of year Teacher Need Survey. Regarding collaboration, 0% responded that teacher collaboration was not effective, 14% felt that teacher collaboration was somewhat effective, and 86 % responded that teacher collaboration was very effective. MTSS groups were also addressed, and 0% felt that MTSS Groups were not effective, 29% felt that MTSS Groups were somewhat effective, and 71% felt that MTSS groups were very effective. For parent involvement, 0% felt that our parent involvement was not effective, 14% felt our parent involvement was somewhat effective, and 86% felt our parent involvement was very effective. Regarding our Title I Extended Day program, 0% felt that Extended Day was not effective, 21% felt that Extended Day was somewhat effective, and 79% felt that Extended Day was very effective. For our school counseling program, 0% felt that school counseling was not effective, 7% felt that our school counseling was somewhat effective, and 93% felt that school counseling was very effective.

Student Need Survey

Two hundred sixty-three students were surveyed in Grades K-5. 23% of the students reported that they get extra math help from Mrs. Connelly. 77% reported that they do not get extra math help. 97% of the students reported that going with Mrs. Connelly helps them, and 3% reported that it does not. 31% of the students reported that they get extra reading help from Dr. Cirilli or Mrs. Holden. 69% reported that they do not get extra reading help. 96% of the students reported that going with Dr. Cirilli or Mrs. Holden helps them, and 4% reported that it does not. 19% of students reported needing more help in math, 16% of students reported needing more help with reading, 21% of students reported needing more help with counseling, and 44% reported that they did not need more help. 60% of students reported that they participate in the Time to Read program. For students who did not participate, 44% reported not having time, 6% reported that they are not allowed, 10% reported that there is no one to help them, 36% reported that they don't like to read/don't want to, and 4% reported "other." For Time to Read rewards, 58% liked recess the best, 5% chose board games, 15% chose Bingo, 21% chose movie, and 0% chose other. 37% of students reported that they have attended a family fun night this year, and 63% reported that they have not. 32% of students reported that they talk with Ms. Hines privately sometimes, and 68% reported that they do not. 98% of students who talk to Ms. Hines privately reported that this helps them, and 2% reported that it does not. When asked if Ms. Hines' class lessons help them, 93% reported yes, and 7% reported no. 12% of the students surveyed participate in a Positive Actions Group with Mr. Marcus, Mr. Chris, or Ms. Morgan, and 100% reported that this group helps them.

Meeting dates: September 2023 and March 2024

HQ Professional Development

Session	Date
Policy Updates & Review	August 2023
Expanded School Mental Health Program	August 2023
Jason Flatt Suicide Prevention	August 2023
Lean on Me: Family Resource Network	August 18, 2023

HQ Teacher strategies

- **Interview Process** – Only highly qualified teachers will be part of the interview committee and be interviewed.
- **Support for new teachers** – TIPS program and mentorship from a highly qualified educator.
- **PLC collaboration biweekly** – Strategies that each grade level is implementing is discussed.
- **Implementation of new reading series- Wit & Wisdom**

Curriculum and Academic Assessments for Continuous Improvement

The WV General Summative Assessment has been used to determine whether the school has met accountability requirements. Elm Grove Elementary has fully implemented the West Virginia College and Career Readiness Standards. Elm Grove will utilize the schoolwide rubric, Appendix V - Assessment of School Progress toward Schoolwide Improvement, as directed by the LEA. Elm Grove Elementary evaluates its Title I program annually by using the schoolwide evaluation tool.

Interim Assessment benchmark results and progress monitoring results will be reviewed during Professional Learning Communities meetings. All teachers strive to provide support for personalized learning needs for all students.

Coordination of School Services

The LEA provides local funds to support an extended day program to support math and reading skills. The PTO provides holiday snacks, a school carnival, Boo at the School, and Field Day. Partners in Education attend Local School Improvement Council (LSIC) meetings.

Schoolwide Plan Approved:

Schoolwide Plan Approved by:



18 Sept 23