

2023-2024 Ohio County Schools Title I Schoolwide Plan for

Ritchie
HQ Teachers

Name of Teacher/Paraprofessional	Assignment	Certification/Qualifications
John Jorden	Principal	Administrative K-12
Julie Dally	UPK	Elem Ed K-6; Early Childhood Pre K and K
Regina Annett	UPK	Elem Ed K-6; Media; Early Childhood PreK-K
Melinda Yoho	Kindergarten	Elem Ed (Pre K-4); MI/LD/BD K-12; Autism
Suzanne Miller	Kindergarten	Elem Ed Multi-subject K-8; Early Ed PreK-K
Helen Kudrav	Grade 1	Elem K-6; Reading Specialist K-12
Patricia Hazlett	Grade 1	Elem 1-6; Reading Specialist K-12
Marissa Forshey	Grade 2	Elem Ed K-6
Kevin Hensley	Grade 2	Elem Ed K-6; Special Ed K-6: AU certification
Brackin Fish	Grade 3	Elem K-6
Jessica Bartemes	Grade 3	Elem Ed K-6; Early Ed PreK-K
Julie Loy	Grade 4	Elem K-6; Early Ed
Julie White	Grade 4	Elem Ed K-6; Special Ed K-6
Jennifer Sustik	Grade 5	Elem K-6; Multi-Categorical K-6 and 5-adult; AU K-6 and 5-adult; Reading Pre-K-adult; Sp Ed English 5-adult; English 5-9; Science 5-9; Social Studies 5-9
Riley Blaha	Grade 5	Elem Ed K-6

Dawn Hay	K-3 Interventionist	Elem Ed K-6; Early Education PK-K
Jaime Riser	Special Education (BD/LD/MI)	Elem Ed K-6; Math 5-9; Multi-Categorical K-AD
Heather McFadden	Special Education (BD/LD/MI)	Elem Ed K-6; Special Ed K-6; AU certification
Mia Huck	Special Education (Autism)	Elementary Education (0K-06); Multi-Categorical (LD, BD, ID, DD) (0K-06); Autism (0K-06); Preschool-Special Needs (PK-0K)
Corinna Erbacher	Special Education (Autism)	Elem Ed K-6; Multi-Categorical K-6; Autism K-6;
Anne Swank	Speech Language/Pathologist	Speech/Language Pathology Pre-K-Adult
Kelly Kiziminski	Speech Language/Pathologist	Speech/Language Pathology Pre-K-Adult
Marcie Brammer	CW Supervisory Aide	3/15/2020 Aide Test
Jeannie Crinkey	CW Supervisory Aide	2/20/1998 Aide Test
Teri Patterson	CW Supervisory Aide	4/2/2015 Aide Test
Grace Auten	CW Supervisory Aide	8/25/1997 Aide Test
Kaitlyn Folmar	CW Supervisory Aide	10-14-2022

Title I Staff and Utilization

Teacher Name	Mathematics/Reading/Home-School Counselor	Utilization
Lauren Wallace	Title I Mathematics	Co-teaching in-class Grades 2, 4, and 5; SPL targeted and intensive interventions are provided in Grades 2, 4, and 5 based upon benchmark data, Interim Assessment data, Summative Assessment data, and/or classroom assessment data

Tisha Paree	Title I Mathematics	Co-teaching in-class Grades K, 1, and 3; SPL targeted and intensive interventions are provided in Grades K, 1, and 3 based upon benchmark data, Interim Assessment data, Summative Assessment data, and/or classroom assessment data
Nicholas Irvin	Title I Home-School Intervention Counselor	Individual and group counseling; monitors student attendance
Diane Hasson	Title I Reading	Co-teaching in-class Grades K, 2, 3 and 4; SPL targeted and intensive interventions are provided in Grades K-5 based upon PALS results, Interim Assessment data, Summative Assessment data, and/or classroom assessment data

Date and method of "Parents Right to Know" notification: October 2023 newsletter

Date and method of Principal Attestation notification: October 2023 newsletter

Program Overview

Ritchie Elementary School Program Overview

The schoolwide project continues to emphasize the West Virginia College and Career Readiness Standards in the areas of reading, writing, math, and technology. The vision is that all students will demonstrate academic growth. The staff and Title I teachers will meet once a week to plan classroom instruction. The Title I staff teaches primarily in a co-teaching model to assist and support students as they work toward mastery of the standards. Students who need additional time and support are provided extra assistance through the SPL framework of targeted and intensive support with a focus upon differentiated instruction to assure mastery of essential literacy and numeracy content. The Title I staff and special education staff provide the extra assistance.

The Title I Reading and Mathematics Specialists will focus on co-teaching in the classroom in addition to SPL instruction of at-risk students in Grades K-5. The Title I Specialists will assist with on-going assessments in grades K-5.

The Title I staff works collaboratively with the classroom teachers on a daily basis. In addition, Title I teachers meet bi-monthly with classroom teachers in PLC. Special Education uses Title I materials to enhance classroom instruction when necessary. Students being taught the WV Extended Standards are included in all Title I activities. Schoolwide programs are planned and implemented by the entire staff, including resource teachers, speech pathologists, aides, and service personnel. The Title I staff coordinates these activities in addition to organizing a lending library, a parent resource center, and a SWARM school store.

Parental Involvement is a strong component of the Title I program at Ritchie School. Parents are active partners in their child's learning. Parents are asked to participate in yearly planning, family workshops,

orientations, Local School Improvement Council meetings, surveys and other schoolwide activities. Parents will receive and be asked to sign a Parent/School Compact at the beginning of the school year. Parents will have daily access to the classroom through Schoology.

Transition Plan

A kindergarten teacher visits Ritchie's Universal Pre-kindergarten and Head Start classrooms during the school year to meet next year's kindergarten students. The Pre-kindergarten children are invited to make a spring visit to the kindergarten classrooms. Kindergarten staff members invite incoming Kindergarten students and their families to school prior to the start of Kindergarten for Orientation. This meeting allows the child and family to become comfortable with the school setting. Ritchie Elementary School hosts a block party prior to the start of the school year which also allows incoming Kindergarten students an additional opportunity to meet the staff and see the school.

Parent Involvement Plan

Title of Session	Brief Description	Presenter	Date
Block Party / Meet the Teacher	PTO hosts a block party including community members, principal, teachers, parents and students. Free school supplies are distributed to every student in grades K-5.	PTO, Principal, Title I teachers, Special Education teachers, classroom teachers, and all staff	Date 8.18.2023
Back to School Night	Overview of Title I program, explanation of curriculum and assessments, WVGSA results provided to parents with explanation of scores, individual conferences scheduled as requested	Principal, Title I teachers, Special Education teachers, classroom teachers, and all staff	9.14.2023
Extended Day	Select students will participate in Extended Day before school.	Principal, Title I teachers	November 2023 thru April 2024
American Education Week Celebration	Students will perform holiday songs by grade level. Parents are invited to classrooms for activities and pictures are offered.	Principal, Title I teachers, Special Education teachers, classroom teachers, and all staff	December 2023
Parent and Family Engagement Nights	Remote/in-person activities that families can do together to enhance academics.	Principal, Title I teachers, classroom teachers	TBD
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
School newsletter that includes parenting tips for improving academic performance in math and reading/language arts as well as parenting tips	monthly
School Messenger Parent Calling System will be utilized to contact parents of students with 3+ unexcused absences from school	As needed
Schoology	daily
Student agenda/planners	daily

Parent Involvement Policy

Ritchie Elementary School Parent Involvement Policy

PART I. GENERAL EXPECTATIONS

Ritchie Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the 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.

- Schools 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 the school.

- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the 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 the school submits the plan to the local educational agency (school district).

- The 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. The school will build its own and the parent's 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.

- The 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.

- The 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

NOTE: The School Parental Involvement Policy shall include a description of how the school will implement or accomplish each of the following components. *[Section 1118, ESEA.]*

1. Ritchie 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:

A. Ritchie Elementary School will select one Title I parent for membership in the Federal Programs Parent Involvement Committee

B. Ritchie Elementary School will hold an annual meeting to gather input for revision of the school parental involvement policy

C. Records of meeting will be maintained and data will be gathered

D. Appropriate actions will be taken based upon the suggestions of parents

2. Ritchie Elementary School shall take the following actions to involve parents in the process of planning, joint development of the program, review and improvement of programs under Title I Part A of the ESEA :

A. Parents will serve on the Local School Improvement Council.

1. Records of meetings will be maintained and data gathered.

2. Appropriate actions will be taken based upon the suggestions of parents.

B. Parents will provide input through annual surveys and dialogs with teachers and principals.

3. Ritchie 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. The school will invite all parents of children participating in Title I, Part A programs to this meeting.

A. Back to School/Meet the Teacher Block Party in August

B. School-wide Open House in September

C. Title I PowerPoint will be on display during Open House and Family Engagement Nights

4. Ritchie 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.

A. School-wide Open House in September

B. Title I teachers will explain the program at Open House.

C. Information about the Title I program is available on the school website

5. Ritchie 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. The school will respond to any such suggestions as soon as practicably possible by:

A. Meeting with parents a minimum of once per semester through school-wide activities

B. Parent/Teacher conferences

C. IEP meetings

D. Telephone conferences

E. Appointments as needed

6. Ritchie 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:

A. Mail individual West Virginia General Summative Assessment score sheets to each child's home

B. Review results of West Virginia General Summative Assessment at Open House

C. Conferencing available with Title I specialists and classroom teachers to explain

individual West Virginia General Summative Assessment results.

7. Ritchie 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):

- A. Parents are sent notification by county/school
- B. The principal will attest in October school newsletter the compliance of highly qualified staff

8. Ritchie 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:
 - A. Explanation of academic content standards and assessments at Open House
 - B. Explanation of the requirements of Title I Part A at Open House and Family Engagement Nights
 - C. Parent meetings to be held at a minimum of once per semester
 - D. Parent/teacher conferences to be held as needed

9. Ritchie 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.

- A. Materials available in the Parent Resource Center for parents to take as needed
- B. Lending library materials available for parents to use at home
- C. Computer lab access provided with permission
- D. Schoolwide newsletters distributed to parents once per month
- E. Take home bags/manipulatives available on request

10. Ritchie 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:

- A. Parent/teacher conferences
- B. Title I parent meetings
- C. Written/verbal communication between parents and teachers
- D. School messenger system – Ohio County School's app
- E. Utilization of school's website ritchie.ohio.k12.wv.us
- F. Utilization of the Ritchie Elementary Facebook page
- G. Utilization of the Ritchie Elementary Schoology site

11. Ritchie Elementary School shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The 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:

- A. Kindergarten registration
- B. Kindergarten screening
- C. Parent Resource Center and/or Family Resource Network

12. Ritchie 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:

- A. School newsletters will be distributed monthly.
- B. Classroom newsletters will be distributed to parents.
- C. Access to school website ritchie.ohio.k12.wv.us
- D. School messenger system – Ohio County School's app
- E. Utilization of the Ritchie Elementary Facebook page
- F. Utilization of the Ritchie Elementary Schoology site

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)

NOTE: The School Parental Involvement Policy **may** include additional information and describe other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- 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, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange 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 contents of Title I files.

This policy was adopted by the Ritchie Elementary School on May 19, 2023 and will be in effect for the period of school year 2023-2024. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 29, 2023.

John Jorden, principal Ritchie Elementary

5/19/2023

Date and method of distribution: 8.28.2023 in student agendas and paper copies; K was 9.5.2023

Date posted to Schoology and in Main Office: September 2023

School-Parent Compact

PLEASE READ AND SIGN THE OTHER SIDE

Ritchie Elementary School Title I School-Parent Compact

At Ritchie Elementary School, we believe that all students can learn. We also believe that if teachers, students, and parents work together, the chances for success will increase. The Ritchie Elementary Staff, 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) (participating children), 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 the 2023-2024 school year.

The Ritchie Elementary Staff will:

1. Provide high-quality curriculum and instruction in a safe, supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Teachers will use current research based methods to deliver instruction.
- Title I teachers will plan with classroom and special education teachers in order to better meet all student's needs.

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 during the fall semester and additional conferences will be held as needed.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide interim reports and report cards every 9 weeks, and make personal contacts when needed.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents on Parent-Teacher conference days, by school telephone before or after school, or by appointment.

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

1. Make sure my child attends school regularly.
2. Check agenda and homework folder daily.
3. Make sure that homework is completed.
4. Monitor the amount of time my child spends with television/electronic devices.
5. Volunteer in my child's classroom.
6. Participate, as appropriate, in decisions relating to my child's education.
7. Promote positive use of my child's extracurricular time.
8. Read newsletters and notices sent home.
9. Serve, to the extent possible, on parent advisory groups.
10. Maintain communication with the school and teachers.

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

1. Do class work and homework every day and ask for help when needed.
2. Give daily notices and information from the school to my parents or the adult at home.

3. Attend school regularly.
4. Follow school-wide discipline plan.
5. Be actively involved in school.

Dear Parent or Guardians,

The Title I Program is part of the Federal Elementary and Secondary Education Act (ESEA). The intent is to insure that all children learn. Title I is an educational support program that is designed to meet the various needs of the students in the basic skills of reading and mathematics. We do this through in-class and pull-out learning opportunities.

The reverse side of this document contains the Title I School Parent Compact. This compact states the goals and responsibilities of the Title I Program. Please take a few moments to review the compact with your child.

Please complete the School Parent Compact and return it to your child's homeroom teacher.

If you have any questions or concerns about the Title I Program, please feel free to contact the Title I staff.

Sincerely,

Diane Hasson- Reading

Nick Irvin- Counselor

Tisha Paree- Mathematics

Lauren Wallace-Mathematics

Parent/Guardian Name (Print) _____
Last First

Parent/Guardian Signature _____ Date _____

Street Address/City/Zip _____

Telephone Number _____

Student Name (Print) _____
Last First

Student Signature _____ Date _____

Student's Teacher's Name _____

Date and method of distribution: sent home in student folders 8.28.2023

Rate of return: 100%

Date posted to Schoology and in Main Office: September 2023

Parent Involvement Planning

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

Parents are involved in the planning of the Title I program at Ritchie Elementary School through attendance at Open House and the annual Title I meeting as well as completing the parent surveys.

Parents are involved in the implementation of the Title I program through parent involvement activities such as Family Engagement Nights, Halloween parade and American Education week. They also are involved by signing the parent compact and attending parent teacher conferences.

Parents are encouraged to review the Title I Plan and offer suggestions or comments. Title I representatives attend the spring PTO meeting and/or LSIC meeting and discuss revisions to the Parent Involvement Policy and Title I compact. These comments are taken into consideration when revising the Title I Plan. Parents are involved in the evaluation of the Title I program through completion of the parent surveys and a parent representative attends the annual fall and spring Federal Programs Parent Advisory Council meetings.

Date of survey: 5.16.2023

Results of survey:

228 parent surveys sent home on the week of May 16, 2023. Received 80 surveys back. Percentage of surveys received is 35%. Returned surveys on file.

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Total Surveys	
18	14	15	9	23	1	80	Surveys returned	
42	46	35	36	39	30	228	Surveys sent	
YES								PERCENTAGE
1	11	12	9	6	19	1	58	73% change to number recvd
2	6	3	3	3	10	0	25	31%
3	12	11	10	6	15	0	54	68%
4	17	12	14	7	23	1	74	93%
5	NA	NA	NA	7	23	1	31	39%
NO								PERCENTAGE
1	7	1	6	3	5	0	22	28%
2	12	14	12	5	14	1	58	73%
3	5	2	5	2	4	1	19	24%
4	1	0	0	1	0	0	2	3%
5	NA	NA	NA	1	1	0	2	6%

1. My child would benefit from extra small group instruction.
2. My child could use additional help outside of the school day.
3. I would attend Family Fun Nights which include trainings for Reading and Math strategies.
4. I feel comfortable contacting the school for additional help for my child.
5. I have access to a computer or smart phone through which I am able to access Schoology and view my child's progress in school. (Grades 3-5 only)

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Total Surveys		
	18	14	15	9	23	1	80	Surveys returned	
	42	46	35	36	39	30	228	Surveys sent	
What are the top priorities for your child to succeed in school. Choose all that apply.									
									PERCENTAGE
Regular school attendance	13	13	15	9	20	1	71		81%
Completing homework every day	13	10	13	8	20	1	65		74%
Make sure my child gets a good night's rest	14	13	15	8	22	1	73		83%
Open communication between home and school	14	13	15	8	23	1	74		84%
Complete makeup work/missed work in a timely manner	13	11	13	8	21	1	67		76%
A safe environment	14	13	15	8	23	1	74		84%

Meeting dates: September 14, 2023; May 2024

HQ Professional Development

Session	Date
Star training	August 2023 thru May 2024
Countywide grade level articulation meetings	August 2023 thru May 2024
IXL training	August 2023 thru May 2024
Cambium test authoring training	August 2023 thru May 2024
Heggerty training	September 2023 thru May 2024
Wit and Wisdom training	September 2023 thru May 2024
Number Talks	September 2023 thru May 2024

HQ Teacher Strategies

New professional staff members are given a mentor, and they participate in the Teacher Induction Program for three years. Ohio County's interview process includes the principal, teacher representatives from each school, and a central office administrator on the selection committee for all interviews. Only highly qualified professionals are eligible for the interview process. Professional development opportunities are provided in each school to support and sustain teachers in collaborative processes, monitoring student learning and achievement, and implementation of "best practices" to support personalized learning for all teachers.

Curriculum and Academic Assessments for Continuous Improvement

During the first nine weeks, the teachers analyze benchmark data, ELRS data for Kindergarten, Star and IXL data to determine strengths and weaknesses of each grade level. During these meetings, the teachers identify targeted students.

Teachers use Star in grades K-3 and IXL in grades 4 and 5 to identify students who are at risk of experiencing reading difficulties and delays. The teachers use the scores to form SPL groups to provide additional time and support for students in need.

At the end of each unit in reading, students in grades 1-2 take the Unit Benchmark Assessment. The teachers use these results to guide their teaching and to reteach skills not mastered in the unit. In addition, teachers in the intermediate grades will use Interim Assessment tests to assess and monitor student progress. The teachers use Smarter Balanced Assessments example questions and incorporate writing skills within the lessons.

Teachers use ELRS in Kindergarten and IXL in grades 1 through 5 to identify students who have not mastered basic mathematical concepts. Teachers use this data to form SPL groups for students identified as emerging and deficit. In addition, teachers in the intermediate grades use Interim benchmark data to monitor student progress and provide additional time and support for students in need.

Each week, grade level teachers have a common planning time in which they can plan as a grade with Title I and Special Education. During this time, co-teaching activities, remediation activities and enrichment activities are planned for the coming week. In addition to common planning time, classroom teachers and Title I teachers meet at least bi-monthly for PLC to discuss student achievement. Using benchmark results, classroom assessments and teacher observation, teachers discuss individual student progress and plan accordingly. Also, the principal meets with each classroom teacher on an individual basis to discuss classroom instruction and student progress.

Teachers will build background knowledge using the Starfall, BrainPOP, BrainPop, Jr, ConnectEd, LearnZillion, IXL, and Time for Kids sites. These subscriptions will help students gain knowledge about ideas being presented in the classroom as well as teach those students learning remotely at home.

Coordination of School Services

- In order to provide additional extended day services, students at Ritchie Elementary are bussed to Laughlin Chapel Monday, Tuesday, Wednesday and Thursday where they receive help with homework and other activities.
- PTO supports events held at Ritchie Elementary through fundraising and donations of time.
- Partners in Education support events at Ritchie Elementary through donations for SWARM program.
- Members of Hope United Methodist Church provide weekend snack bags for all students.

Federal Programs Supervisor



Approval Date

9/04/23