



Because of Title I...

2017-2018 Title I Plan Summary

Reform Strategy 1: Opportunities to **meet State Proficiency**

- Employ 1 on-site Title I Curriculum Specialist @ 0.7 FTE to assist in closing the achievement gap between students in Title I and non-Title I schools through collaboration between parents, school personnel, and community members, and the implementation of activities to increase parent involvement in the educational process of their child. This position will support teachers through the facilitation of the school's Title I school-wide plan by completing Title I purchasing duties, as well as, obtaining and organizing all Title I documentation.
- Integrate the arts to support South Carolina state standards for students in grades K-5 for the purpose of increasing the percentage of students reaching the state's proficient and advanced levels in ELA and Math. Expenditures may include: Greenville Little Theater In-House Performance, Artist in Residence, and The National Theatre for Children. Teachers will lead classroom follow-up activities such as reflection journals, connection lessons, author studies, and mathematics experiments to assist in connecting state academic standards with these real world experiences.
- Employ one certified teacher @ 1.0 to reduce the student-teacher ratio of 2nd grade from 30:1 to 20:1.
- Provide instructional materials to support the SC College and Career Ready Standards in ELA and Math. Expenditures may include math manipulatives, materials to support balanced literacy in the classroom, reading and writing supplies for student work stations, and children's literature to support instruction across content areas.

Reform Strategy 2: Strengthen Core Program, Increase **Learning Time**, and Serve **Underserved Populations**

- Implement an after school tutoring program twice a year for students in grades 3rd-5th for 5 weeks at 2 days each week to offer remediation and/or acceleration to students in a small group setting based on MAP test results and/or classroom achievement levels. Expenditures may include salaries for 5 teachers to serve grades 3-5 and a "director/coordinator of tutoring," at 3 hours per week, bus driver, and instructional supplies such as paper, writing tools, copies, flashcards, math manipulatives, educational games, and books for each session.
- Integrate technology standards into classroom instruction with the use of technology materials, supplies, and equipment in the areas of math and ELA. Hardware expenditures may include charging cart, headphones, external DVD drives, technology replacement costs, flash drives, memory sticks, video and digital cameras for student medial production, Polyvision batteries, pens, ink, and paper. Site licenses for IXL, PebbleGo, Reflex Math and/or similar resources will also be purchased or renewed.
- Provide staff development that familiarizes teachers with the analysis of current test data, such as PASS, SC Ready, MAP, Benchmark Assessments, etc. Expenditures may include supplies such as paper, pens, copies, snacks, and substitutes.

Reform Strategy 3: Address the needs of at-risk students/PBIS program

- To provide the services of a PBIS Specialist (Positive Behavioral Intervention Support Specialist @ (0.5) FTE, who will provide professional development to teachers and positive behavior strategies to students for prevention of problem behaviors that interfere with learning.
- Provide student incentives for achieving goals set by PBIS (Positive Behavior and Intervention Support) program to include certificates, pens, pencils, books, calculators, celebrations, refreshments, etc.
- Employ (0.5) reading interventionist to assist with providing reading interventions to identified students in need.
- Employ (0.6) math interventionist to provide assistance to identified students in need.
- Integrate the arts to support South Carolina state standards for students in grades K-5 for the purpose of increasing the percentage of students reaching the state's proficient and advanced levels in ELA and Math. Expenditures may include: Greenville Little Theater In-House Performance, Artist in Residence, and The National Theatre for Children. (Funding is under Strategy 1.)
- Our school participates in the MTSS monitoring program where teachers and the leadership team track data and progress of each at-risk student in all grades at a monthly meeting. (Funding is under Strategy 10.)
- The Family Liaison will be on site to address problems for both the child and family. (Funding is under "other funding.")
- Continue to implement a school-wide guidance program. (Funding is under "other funding.")

Reform Strategy 4: Provide instruction by highly qualified teachers

- Teachers newly hired and current Title I teachers will have at least a Bachelor's Degree and have passed the PRAXIS in both the subject and teaching skill areas.
- **It is the policy of the SDPC to hire highly qualified teachers.**

Reforms Strategy 5: Provide opportunities for professional development

- Provide professional development for teachers and staff on working with parents in a poverty community by attending the district's Kathy Whitmire training. A follow-up discussion will be held at the school with the faculty and staff. Expenditures to include PD supply items such as paper, copies, pens, pencils, markers, professional literature, and light snacks.
- Provide staff development that familiarizes teachers with the analysis of current test data, such as PASS, SCReady, MAP, Benchmark Assessments, KRA, ITBS, the State Writing Rubric, Classworks, and Write From the Beginning Rubrics. Expenditures may include supplies such as paper, pens, copies, ink, snacks, and substitutes. (Funding is under Strategy 2.)

Reform Strategy 6: Attract high quality teachers

- **It is the policy of the SDPC to hire highly qualified teachers.**

Reform Strategy 7: Increase Parent Involvement

- Provide parenting workshops during the day and in the evening on how to meet the needs of their children academically, physically, and/or emotionally (the whole child). Emphasis on parent involvement and student goal setting will also be a focus. Expenses may include childcare, speaker fees (Lisa Fields and Anne Snider), copies, snacks, supplies, etc. Parent workshop topics will be based off of the parent workshop survey given at the end of the 2016-2017 school year. (Funding is under "other funding.")

- Increase parent engagement by hosting parent breakfasts monthly during which outstanding student leaders who demonstrate model leadership qualities will be recognized. An administrator will be available before and after the leadership breakfast to answer any parent questions regarding the school and/or the school's Title I plan. Expenses will include food.
- Provide student agendas and parent communication folders in order to increase communication between school and home.
- Hold a "Panther Banquet" (Parent Night) for 5th grade students and parents to aid with transitioning to Middle School. At the "Panther Banquet" 5th grade students will be recognized, tips on transitioning to middle school, and finding success in middle school will be discussed. Expenditures may include refreshments, paper/copies, family activity etc.
- Provide Themed Family Nights on such topics as math, reading, technology for math and reading, and/or assessment. Expenditures may include math manipulatives, children's literature, poster-maker supplies, copying, supplies, and refreshments. (Funding is under "other funding.")
- Hold individualized conferences with parents in order to share data and equip them with strategies for strengthening skills in reading and math.
- Hold parenting workshops twice each year to inform parents of South Carolina State academic standards and strategies that will be used in the upcoming semester. Supplies may include items such as pens, pencils, paper, brochures, manipulatives, pamphlets, refreshments, childcare, etc. (Funding is under "other funding.")
- Host an Open House for 4K-5th grade parents to encourage parents and students to come to school to meet with teachers for the new school year. Parents will learn about grade level objectives and yearly academic goals. During Open House, an annual meeting will be held to inform parents about all aspects of the Title I program.

Reform Strategy 8: Assist Preschool Children's Transition to Elementary School

- Hold Kindergarten 101 event for incoming kindergarten students and their parents in the Spring to prepare them for elementary school. Expenses may include snacks, student materials for math and reading to promote parent/student work in the home to improve student achievement, and refreshments.
- The Family Liaison will be on site to address problems for both the child and family. (Funding is under "other funding.")
- Kindergarten teachers will correspond with parents to inform them of any concerns: Kindergarten teachers will hold parent conferences during the first nine weeks.
- Kindergarten will host students from local agencies who serve our 4K students. These visitation days will include activities such as visiting classrooms, various areas of the school, and the current teachers talking with our future kindergarten students. (Funding is under "other funding.")

Reform Strategy 9: Include Teachers in Decisions for Assessment

- Provide staff development that familiarizes teachers with the analysis of current test data, such as PASS, SC Ready, MAP, Benchmark Assessments, etc. Expenditures may include supplies such as paper, pens, copies, snacks, and substitutes. (Funding is under Strategy 2.)

Reform Strategy 10: Additional Assistance for At-Risk Students

- Implement MTSS in order to address the needs of lower-achieving and advanced students in reading and mathematics based on benchmark assessment data. Supplies may include paper, leveled texts and other reading supplies, math supplies, project-based learning materials, EL materials, etc.
- Employ (0.5) reading interventionist to assist with providing reading interventions to identified students in need. (Funding is under Strategy 3.)
- Employ (0.6) math interventionist to provide assistance to identified students in need. (Funding is under Strategy 3.)
- Implement an after school tutoring program twice a year for students in grades 3rd-5th for 5 weeks at 2 days each week to offer remediation and/or acceleration to students in a small group setting based on MAP test results and/or classroom achievement levels. Expenditures may include salaries for 5 teachers to serve grades 3-5 and a “director/coordinator of tutoring,” at 3 hours per week, bus driver, and instructional supplies such as paper, writing tools, copies, flashcards, math manipulatives, educational games, and books for each session. (Funding is under Strategy 2.)
- Implement Reflex Math for MTSS math students identified as in need of support. (Funding is under Strategy 2.)
- Continue to provide identification of at-risk students through benchmark assessments and plan effective, timely remediation with programs such as KRA, MAP, curriculum benchmarks, and Classworks for grades K-5. Expenditures may include site licenses. (Funding is under Strategy 2.)

Reform Strategy 11: Coordination of agency based programs

- Employ (1) family liaison to provide additional support for students’ physical, emotional, personal, academic, and social well-being in grades K-5. (Funding is under “other funding.”)
- Provide for needs of homeless students and families within the school. (Funding is under “other funding.”)
- Provide animal assisted activities, education, and therapy to students through the SC Dogs Therapy group. This program promotes health and happiness through the human-animal bond. Underserved, at-risk students will read to the animals once a week during these therapy sessions.