

Schoolwide Title I Plan

-Riverbend Elementary-

Updated 9/28/22

Comprehensive Needs Assessment

DATA

Source:

K-2 Reading Data: 2021-2022 EOY Dibels Composite Score

3-5 Math Data: 2021-2022 NC EOG Scores

K-2 Math Data: 2021-2022 K-2 EOY Assessments

3-5 Math Data: 2021-2022 NC EOG Scores

Non-proficient students in Reading in Math by Grade Level:

Grade Level	Reading			Math		
	# assessed	# non- proficient	% non- proficient	# assessed	# non- proficient	% non- proficient
K	30	3	10%	30	0	0%
1	29	2	7%	29	0	0%
2	31	1	3%	31	0	0%
3	26	3	12%	26	1	4%
4	34	4	12%	34	2	6%
5	38	7	18%	38	2	5%

Non-proficient 3-5 students in Reading and Math by Subgroup:

Group	Reading			Math		
	# assessed	# non- proficient	% non- proficient	# assessed	# non- proficient	% non- proficient
All	98	14	14%	98	5	8%
Female	55	8	15%	55	3	5%
Male	43	6	14%	43	2	5%
White	92	13	14%	92	4	4%
Econ. Disadv	33	9	27%	33	5	15%
Swd/EC	15	7	47%	15	4	27%

Examine Strengths and Needs

Strengths:

Math is a definite strength of our students and staff across all grade levels.

2nd Grade reading is exceptionally strong as indicated by end of year Dibels measures.

Needs:

Our students with disabilities is an area of need in reading (47% non-proficient).

Our economically disadvantaged student subgroup is an area of need in both reading (47% non-proficient) and math (27% non-proficient).

Reading proficiency appears to drop slightly among students in grades 3-5 so an increased effort in maintaining proficiency is needed.

Identify priorities for school improvement

Reading in 3rd through 5th grade is an area of need according to our data.

Our two subgroup areas are in need of support:

- 1) SWD-EC Reading
- 2) SWD-EC Math
- 3) Economically Disadvantaged- Reading

Schoolwide Plan Strategies

What will instruction look like when your goal is met? This will embed assessment.	Strategy	Implementation Steps and Timeline
K-5 Reading K-2 will maintain a reading proficiency above 90% as indicated by Dibels composite scores 3rd grade proficiency will grow from 88% to 90% as measured by the EOG. 4th grade proficiency will grow from 88% to 90% as measured by the EOG. 5th grade proficiency will grow from 82% to at least 85% as	Teachers will implement strong core instruction to include guided reading, shared reading, independent reading, read aloud classroom strategies, fluency, phonics based sequential instruction, and constructed response writing tasks. Title I Tutors will be employed at each grade level; this will allow strategic intervention and enrichment groups to receive targeted, research based instruction to meet the needs of individual students. These tutors will:	K-2 progress will be monitored through our beginning of year (August 29-September 19), middle of year (January 10-31), and end of year (April 25-May 15) mClass Dibels assessments. 3rd grade progress will be monitored throughout the year using the same Dibels assessments as K-2 in addition to other standardized testing checks. 3-5 progress will be monitored using the Haywood County ELA 18 and 27 week tests as well as

<p>measured by the EOG.</p> <p>Our EC proficiency will grow from 53% proficient to at least 55% and student growth will be monitored.</p> <p>Our Economically Disadvantaged proficiency will grow from 73% to 75% proficient.</p>	<ul style="list-style-type: none"> • Incorporate fluency practice for expression, phrasing, and comprehension • Utilize the Leveled Literacy Intervention program to remediate and reinforce skills in small groups • Reinforce the PALS program with students • Extend Foundations instruction and intervention with students • Support writing 	<p>the NC End of Grade Reading Test.</p>
<p>3-5 Subgroup Math</p> <p>Our EC proficiency will grow from 53% proficient to at least 55%</p>	<p>Teachers will implement strong core instruction to include using the Investigations curriculum, following HCS pacing guides, incorporate NCSCOS support materials as provided by NCDPI, and incorporate strong math vocabulary instruction daily.</p> <p>Title I Tutors will be employed at each grade level; this will allow strategic intervention and enrichment groups to receive targeted, research based instruction to meet the needs of individual students.</p>	<p>3-5 progress will be monitored using the Haywood County ELA 18 and 27 week tests as well as the NC End of Grade Math Test.</p>

Description and Documentation of how parents are involved in the development, implementation, evaluation, and revision of the plan.

<p>Date of the review of the school parent engagement plan with parents and stakeholders. Place evidence of the review of the plan in google drive under Element 11.</p>	<p>5/10/22</p>
<p>Date of the distribution (website and paper) of the school parent engagement plan. Place link and paper copy in the google drive - Element 11. Copies translated and distributed in other languages should be uploaded to Element 3.</p>	<p>Distribution- the Parent Engagement Plan is given to new students as part of their initial enrollment packet. Returning students are given the Parent Engagement Plan as part of their return to school packet on their first day of school (8/22/22)</p>

Date of the review of the parent/teacher/student compact with parents and stakeholders. Place evidence of the review of the plan in google drive under Element 11. Copies translated and distributed in other languages should be uploaded to Element 3.	5/10/2022
Date of the distribution (website and paper) of the parent/teacher/school compact . Place link and paper copy in the google drive Element 11. Copies translated and distributed in other languages should be uploaded to Element 3.	8/22/22
Date of the annual Title I Meeting . Place agenda, sign in, minutes, and or presentation materials in Element 11 in the google drive. Copies translated and distributed in other languages should be uploaded to Element 3.	9/15/22
The date that you distribute and share the general testing letter. Document and upload in Element 3(translated version) and Element 6 (English).	9/21/22

Activities for parents as teachers <ol style="list-style-type: none"> 1. Classroom and school newsletters 2. Grade level parents nights 3. Open House 4. Parent Nights 5. PALS at home 	Parents will learn <ol style="list-style-type: none"> 1. Events going on in their child's classroom and school as well as any available volunteer opportunities 2. More information about current content being covered in in their child's classroom 3. Expectations of their child's grade level and end of year assessments; information about the Title I program and results of the school's performance on the EOG tests 4. Ways to encourage and facilitate math, science, and language arts practices at home; what is expected to pass the end-of-grade tests 5. How to help their child become a more fluent 	Resources needed <ol style="list-style-type: none"> 1. Classroom newsletters and schoolwide newsletter (Panther Press) 2. Teacher created materials 3. Teacher created materials, school report card (as available), possible snack for attendees 4. Materials relevant to subject area being covered and a possible snack for attendees 5. PALS materials
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	reader by use of PALS program for homework- a way to connect the learning from school to home	
Activities for parents as learners <ol style="list-style-type: none"> 1. Grade level parent nights 2. Open House 3. Parent Night 4. Conferences 5. Transition to middle school 6. Kindergarten registration 7. Parent information and events 	Parents will learn <ol style="list-style-type: none"> 1. More information about current content benign covered in their child's classroom 2. Expectations of their child's grade level and end of year assessments; information about the Title I program and results of the school's performance on the EOG tests 3. Ways to encourage and facilitate math, science, and language arts practices at home; what is expected to pass the end-of-grade tests 4. The status of their child in the classroom and ways parents can assist at home. 5. The school's procedures for their 5th graders to have a smooth transition to middle school 6. The school's procedures and expectations for incoming kindergarten students 7. How to help their child reach their full potential 	Resources needed <ol style="list-style-type: none"> 1. Teacher created materials 2. Teacher created materials, school report card (as available), possible snack for attendees 3. Materials relevant to subject area being covered and a possible snack for attendees 4. Student data and report cards 5. Relevant documents 6. Kindergarten take home packets, possible treats for students to help prepare them for early kindergarten skills 7. Lead teacher will compile pertinent information, collect needed materials, create agendas, and plan events to build parent capacity
Activities for parents as decision-makers <ol style="list-style-type: none"> 1. SIT Meetings 2. Parent Volunteer Meetings (Panther PAC) 3. Parent Advisory Meetings 	Parents will learn <ol style="list-style-type: none"> 1. The school's plans, expectations, activities, etc and be given the chance to add ideas and input 2. The Panther PAC's plans, expectations, activities, events, etc. and be given the 	Resources needed <ol style="list-style-type: none"> 1. School Improvement Plan 2. Calendar of events 3. SIP, calendar of events

	<p>opportunity to share new ideas</p> <p>3. The school's plans, expectations, activities, events, etc and be given the opportunity to share new ideas</p>	
Parents as supporters/advocates <ol style="list-style-type: none"> 1. Grade level parents nights 2. Conferences 	Parents will learn <ol style="list-style-type: none"> 1. Expectations of their child's grade level and end of year assessments; Title I 2. The status of their child in the classroom and ways parents can assist at home 	Resources needed <ol style="list-style-type: none"> 1. School report cards, teacher created resources, Title I information 2. Report Cards and other student data

Coordination and Integration

Resources Needed to Implement Title I Plan:

Title I Tutors will be employed at each grade level to support remediation and enrichment both during and after school hours.

Evaluation and Plan Revision

Date(s) of Plan Development Meetings. Documentation of these meetings should be uploaded to google drive in Element 1.	1. 5/10/2022
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Dates(s) of Plan Revision Meetings Documentation of these meetings should be uploaded to google drive in Element 1.	1. 5/17/2023
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Details for Plan Revision

Date of Plan Revision	Reason for Plan Revision
1.	

2.	
3.	