








TITLE I SCHOOLWIDE PLAN		
School Name: RISE Grammar School		District Name: Fulton County Schools
Principal Name: Dr. Aisha Moore-Webb		School Year: 2020-2021
School Mailing Address: 2626 Hogan Road, East Point, Georgia 30344		
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District Title I Director/Coordinator Name: Catherine Harper		
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ESSA ACCOUNTABILITY STATUS		
Comprehensive Support School <input type="checkbox"/>	Targeted Support School <input type="checkbox"/>	Consolidated School <input type="checkbox"/>
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

District Strategic Plan Outcomes

Focus Area	Outcome
	<p>Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths.</p>
 <p>Student Achievement</p>	<p>3rd Grade Literacy: Increase the percentage of students reading at or above grade level in 3rd grade.</p> <p>Middle School Proficiency: Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade.</p> <p>On-track for Graduation: Increase the percentage of 9th graders earning course credits needed to be on-track for graduation and the percentage of 10th graders meeting the college readiness benchmark on the PSAT</p> <p>Student Success Skills: Increase the percentage of students who demonstrate mastery of academic and interpersonal skills needed for college, career and life success.</p>
 <p>People & Culture</p>	<p>School and District Culture: Increase the percentage of families and students who would recommend FCS as a place to attend school to a family member or friend.</p> <p>Staff Engagement: Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend.</p> <p>Teacher Retention: Increase retention of teachers beyond their 5th year.</p>
 <p>Community Collaboration</p>	<p>Partnerships: Increase the percentage of schools with impactful partnerships that align to school goals.</p> <p>School Governance: Increase the percentage of effective School Governance Councils.</p> <p>Family Engagement: Increase the percentage of families who feel empowered to support their students' educational journeys.</p>
 <p>Fiscal Responsibility</p>	<p>Funding to Schools: Maintain a high percentage of the overall budget that directly supports schools.</p> <p>Budget Management: Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact.</p> <p>Transparent and Efficient Management of Local Funds: Reduce the number of audit findings for Student Activity funds and ensure effective management of funds between schools and School Governance Councils.</p>



The following stakeholders collaborated on this Title I Plan. Agendas and sign-in sheets for all Title I planning meetings must be uploaded in Crate.

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Dr. Aisha Moore-Webb		Principal
Jesse Alexander		Assistant Principal
Tiffany Cook		Assistant Principal
Mallory Banke		Parent
Jackie Goodman-Cook		Parent Liaison
Teandra McFadden		Instructional Coach
Jarvis Williams		Director of RTI/SST
Elizabeth Lambert		Director of Business Operations

1. Comprehensive Needs Assessment: Sec. 1114(b)(6)

1. A comprehensive needs assessment is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(6)**

Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your Strategic Plan, 90-Day Plan, and/or School Improvement Plan.

The R.I.S.E. Grammar staff reviewed the 2018 - 2019 Georgia Milestones Assessment (baseline) data at third and fourth grade and I-Ready Fall-Spring growth data from 2019 - 2020 to determine overall strengths and areas for improvement. We found that we need to focus on increasing Lexile scores, essay composition, and number and operation domains for the 2020-2021 school year. To support this work, RISE Grammar has acquired, through Title 1 funds, two Intervention Teachers to support ELA and Mathematics in grades K - 5.

Our school extended an invitation to all parents, staff, and community members served to create a committee that represents the total student body and school community to review and revise the schoolwide plan. The previous years' plan is revised, and the data is used as the framework to develop the current year's plan.

RISE Grammar will decrease the number of scholars scoring in Level 1 (Beginning Learner) and Level 2 (Developing Learner) by three (3) percentage points or greater according to the Georgia Milestones Assessment. Data from Georgia Milestones and I-Ready will be used to determine which scholars need intensive support and/or remediation in ELA and/or Mathematics. We will monitor to ensure scholars are demonstrating typical growth via the I-Read and/or I-Ready platforms. In addition, all scholars will take these benchmark assessments in the I-Ready platform in order to determine their Individual Learning Pathway. The program is personalized and provides activities for review, remediation, and growth. Teachers will meet with scholars each week to determine their level of mastery. Scholars are guided on how to keep track of their own

Review your data by subgroup and note areas of deficit. (ED, EL, Race, SWD)

RISE Grammar's 3rd and 4th grade scholars were administered the English/Language Arts (ELA) and Mathematics Georgia Milestones Assessments in the Spring of 2019. The gathered information will serve as baseline data to establish target goals for the 2020-2021 school year, considering there were no Milestones given during the Spring of 2020.

Comparative Analysis of ELA and Math GMAS Data
(School, District, and State)

In ELA, 58.0% of 3rd grade scholars performed as Developing Learners and above (levels 2, 3, and 4), which is 16 percentage points lower than Fulton County (74%) and 13 percentage points lower than the State (71%). Approximately nineteen percent (18.8%) of 3rd grade scholars performed as Proficient Learners and above (levels 3 and 4), which is 30.2 percentage points lower than Fulton County (49%) and 23.2 percentage points lower than the State (42%).

In Mathematics, 55.1% of 3rd grade scholars performed as Developing Learners and above (levels 2, 3, and 4), which is 28.9% percentage points lower than Fulton County (84%) and 27.9 percentage points lower than the State (83%). Approximately twenty-three percent (22.8%) of 3rd grade scholars performed as Proficient Learners and above (levels 3 and 4), which is 34.2 percentage points lower than Fulton County (57%) and 23.1 percentage points lower than the State (52%).

In ELA, 70.7% of 4th grade scholars performed as Developing Learners and above (levels 2, 3, and 4), which is 7.3 percentage points lower than Fulton County (78%) and 7.1 percentage points lower than the State (83%). Approximately twenty-eight percent (27.6%) of 4th grade scholars performed as Proficient Learners and above (levels 3 and 4), which is 24.4 percentage points lower than Fulton County (52%) and 14.4 percentage points lower than the State (42%).

In Mathematics, 75.9% 4th grade scholars performed as Developing Learners and above (levels 2, 3, and 4), which is 8.1 % percentage points lower than Fulton County (84%) and 27.9 percentage points lower than the State (83%). Approximately twenty-three percent (20.7%) of 4th grade scholars performed as Proficient Learners and above (levels 3 and 4), which is 35.3 percentage points lower than Fulton County (56%) and 28.3 percentage points lower than the State (49%).

An analysis of the 2019 GMAS data, considering we have no new Milestone data, by subgroup reveals the following:

English Language Arts:

	Beginning Level 1	Developing & above Levels 2, 3, & 4	Proficient & above Levels 3 & 4
All	42%	58%	18.8%
ED	N/A	N/A	N/A
SWD	N/A	N/A	N/A
Black	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A

Mathematics:

	Beginning Level 1	Developing & above Levels 2, 3, & 4	Proficient & above Levels 3 & 4
All	44.9%	55.1%	21.7%
ED	N/A	N/A	N/A
SWD	N/A	N/A	N/A
Black	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A

The school's root causes that may contribute to challenges in the core content areas of reading and math are:

- 1) Improvement of personalized learning and differentiated instruction
- 2) Improvement in the use of evidence-based practices and standards-based instruction to maximize learning
- 3) Improvement in support of collaborative planning for effective PLCs and data analysis

To further support the Title I instructional services provided to all scholars, particularly the lowest-achieving scholars, Title I, Part A funds will pay for 100% salary for 1.00 Intervention Teacher (grades 3-5), 43% salary for 1.00 Intervention Teacher, and 50% salary for 1.00 Parent Liaison (50% paid by RISE Prep) to close the gap in reading and mathematics and add to the instructional time available for our scholars who are behind.

Additionally, RISE Grammar's FY19 Schoolwide Plan maybe amended upon availability of the 2020 I-Ready Diagnostic Assessment data, considering the Milestones were canceled for the Spring 2020 and Spring 2021 administration.

List your needs and goals based on your comprehensive needs assessment.

<p>Need 1: Intervention Teacher (K-2)</p>	<p>Data to Show Need 1:</p> <p>Data Source: I-Ready and Moby Max assessment data from teachers and Interventionist.</p> <p>Summary: In the academic areas, we are seeing low levels of growth. Our goal is for grade levels to gain an average of at least 40 growth points over a one-year span.</p> <p>Goals: We will be utilizing I-Ready this year. Using I-Ready and I-Read, our goal is to have at least 70% of our scholars in grades 3 – 5 at On-Level within the I-Ready platform.</p>
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Data Source:

2019 GKids Data (no test given during the Fall of 2020)

ELA: 60.7 Demonstrated or Exceeded the Elements Assessed

Math: 65.4% Demonstrated or Exceeded the Elements Assessed

Goals: Our goal is to have at least 70% of scholars at Demonstrated or Exceeds by 2020.

Non-Academic Area Standards

Approaches to Learning: 42.5% Consistently Demonstrated the Elements Assessed

Personal/Social Development: 56.7% Consistently Demonstrated the Elements Assessed.

Summary: Our goal is to have at least 60% of our scholars at Consistently Demonstrating the Elements Assessed.

Goals: There will be no Gkids Assessment this year. However, we would still like to see our scholar moving in the direction of demonstrating the elements assessed and performing at Demonstrates or Exceeds. In addition, we would like to have at least 65% performing at On-Level within the I-Ready platform.

Need 2: Intervention Teacher (3-5)

Data to Show Need 2:

Data Source:

2020 I-Ready assessment data from teachers and Interventionist.

READING:

Tier 3: 12% (From 26%) Goal: 9%

Tier 2: 67% (From 65%) Goal: 64%

Tier 1: 21% (From 9%) Goal: 19%

LEXILE:

First: Goal= 190, 25/67=37%

Second: Goal= 420, 44/74=59%

Third: Goal= 520, 42/70=60%

Fourth: Goal= 740, 36/80=45%

Fifth: Goal= 830, 34/67=51%

MATH:

Tier 3: 17% (From 28%) Goal: 14%

Tier 2: 71% (From 69%) Goal: 68%

Tier 1: 12% (From 3%) Goal: 9%

On the ELA Milestone Assessment, 58.0% of 3rd grade scholars performed as Developing Learners and above (levels 2, 3, and 4), which is 16 percentage points lower than Fulton County (74%) and 13 percentage points lower than the State (71%). Approximately nineteen percent (18.8%) of 3rd grade scholars performed as Proficient Learners and above (levels 3 and 4), which is 30.2 percentage points lower than Fulton County (49%) and 23.2 percentage points lower than the State (42%).

Goal:

In ELA, our goal is to have 61% of 3rd grade scholars perform at Developing Learners and above.

On the Mathematics Milestone Assessment, 55.1% of 3rd grade scholars performed as Developing Learners and above (levels 2, 3, and 4), which is 28.9% percentage points lower than Fulton County (84%) and 27.9 percentage points lower than the State (83%). Approximately twenty-three percent (22.8%) of 3rd grade scholars performed as Proficient Learners and above (levels 3 and 4), which is 34.2 percentage points lower than Fulton County (57%) and 23.1 percentage points lower than the State (52%).

Goal:

In Mathematics, our goal is to have 58.1% of 3rd grade scholars perform at Developing Learners and above.

On the ELA Milestone Assessment, 70.7% of 4th grade scholars performed as Developing Learners and above (levels 2, 3, and 4), which is 7.3 percentage points lower than Fulton County (78%) and 7.1 percentage points lower than the State (83%). Approximately twenty-eight percent (27.6%) of 4th grade scholars performed as Proficient Learners and above (levels 3 and 4), which is 24.4 percentage points lower than Fulton County (52%) and 14.4 percentage points lower than the State (42%).

Goals:

In ELA, our goal is to have 73.7% of our 4th grade scholars perform at Developing and above.

On the Mathematics Milestone Assessment, 75.9% 4th grade scholars performed as Developing Learners and above (levels 2, 3, and 4), which is 8.1 % percentage points lower than Fulton County (84%) and 27.9 percentage points lower than the State (83%). Approximately twenty-three percent (20.7%) of 4th grade scholars performed as Proficient Learners and above (levels 3 and 4), which is

35.3 percentage points lower than Fulton County (56%) and 28.3 percentage points lower than the State (49%).

Goals:

In Mathematics, our goal is to have 78.9% of our 4th grade scholars perform at Developing and above.

2a.i: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English Learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;**

2a.ii: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Goal 1: Increase the percentage of grades 3-4 scholars who score proficient on the English Language Arts Georgia Milestones by 3 percentage points by May 2020.

Evidenced Based Strategies and Interventions	Level of Evidence (If level 4, then a logic model is required.)	Timeline for Implementation	Cost	Person(s) Responsible:
43% Intervention Teacher (K-2 nd)	Strong	July 2020 – May 2021	See FY20 Title I SWP budget.	Intervention Teacher/ Dr. Moore-Webb, Principal
100% Intervention Teacher (3 rd -5 th)	Strong	July 2020 – May 2021	See FY20 Title I SWP budget.	Intervention Teacher/ Dr. Moore-Webb, Principal
50% Parent Liaison	Strong	July 2020 – May 2021	See FY20 Title I SWP budget.	J. Goodman-Cook/ Dr. Moore-Webb, Principal

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

All Scholars (ED, EL, SWD)	Foster and Homeless
<ul style="list-style-type: none"> -Extend the school day to increase instructional time and support necessary to help scholars achieve goals and GSE expectations. - Progress monitor and determine areas for targeted, intensive intervention and extension. -Begin lessons with clear and rigorous objectives, focusing on specific concepts/skills that are standards-based. -Use flexible skill grouping. -Provide one-on-one or small group tutoring by teacher or instructional paraprofessional. -Ensure instructional activities are learner-centered. -Use augmented instructional model in a small-group setting to provide a second dose of literacy to at-risk readers (early grades). -Administer I-Ready and Moby Max Assessments to determine scholars' Individual Learn Pathway. -Analyze data during weekly data meetings for this group to determine and support fluency, vocabulary, and reading comprehension. -Provide One-on-One opportunities for tutorial in all subject areas 	<p>Scholars who are identified as “homeless” will be referred to the school counselor and the district’s homeless/social work department to help ensure that needs are ascertained, and the appropriate resources are provided to educationally assist the scholar.</p> <p>Implement Response-to-Intervention (RTI) strategies for scholars who need additional support.</p> <p>Schedule weekly data meetings for this group to monitor progress and support fluency, vocabulary, and reading comprehension.</p>
English Learners	Migrant

Provide instruction in collaborative or pull-out settings based on testing and the recommendations of the ESOL teacher.	N/A
Race/Ethnicity	Students with Disabilities
See action steps listed in the ED subgroup.	In addition to action steps listed in the ED subgroup: -Provide services according to the needs outlined in scholar's Individualized Education Plan (IEP). -Implement co-teaching by pairing general education and special education teachers to create a more inclusive classroom.

2a.i: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;**

2a.ii: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Goal 2: Increase the percentage of grades 3-4 scholars who score proficient on the I-Ready Assessment by 3 percentage points by May 2021.

Evidenced Based Strategies and Interventions	Level of Evidence (If level 4, then a logic model is required.)	Timeline for Implementation	Cost	Person(s) Responsible:
43% Intervention Teacher (K-2 nd)	Strong	July 2020 – May 2021	See FY20-21 Title I SWP budget.	Intervention Teacher/ Dr. Moore-Webb, Principal
100% Intervention Teacher (3 rd -5 th)	Strong	July 2020 – May 2021	See FY20-21 Title I SWP budget.	Intervention Teacher/ Dr. Moore-Webb, Principal
50% Parent Liaison	Strong	July 2020 – May 2021	See FY20-21 Title I SWP budget.	J. Goodman-Cook/ Dr. Moore-Webb, Principal

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

All Scholars (ED, EL, and SWD)	Foster and Homeless
<ul style="list-style-type: none"> -Extend the school day to increase instructional time and support necessary to help scholars achieve goals and GSE expectations. -Progress monitor and determine areas for targeted, intensive intervention and extension. - Begin lessons with clear and rigorous objectives, focusing on specific concepts/skills that are standards-based. -Use flexible skill grouping. -Provide one-on-one or small group tutoring by teacher or instructional paraprofessional. -Ensure instructional activities are learner-centered. -Provide a second dose of math intervention to at-risk scholars. 	<p>Scholars who are identified as “homeless” will be referred to the school counselor and the district’s homeless/social work department to help ensure that needs are ascertained, and the appropriate resources are provided to educationally assist the scholar</p> <p>Implement Response-to-Intervention (RTI) strategies for scholars who need additional support.</p> <p>Schedule weekly data meetings for this group to monitor progress and support fluency, vocabulary, and reading comprehension.</p>

English Learners	Migrant
-Provide instruction in collaborative or pull-out settings based on testing and the recommendations of the ESOL teacher.	N/A
Race/Ethnicity	Students with Disabilities
See action steps listed in the ED subgroup.	In addition to action steps listed in the ED subgroup: -Provide services according to the needs outlined in scholar's Individualized Education Plan (IEP). -Implement co-teaching by pairing general education and special education teachers to create a more inclusive classroom.

2a.iii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include:

a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

RISE Grammar ensures that scholars are provided with appropriate tools and strategies so that they can acquire the skills to help them effectively navigate and/or manage the complex and challenging aspects of their lives, both in and out of school. Scholars who have been identified as Tier II and Tier III and placed in RTI program, will be serviced by the two interventionists and the behavioral intervention paraprofessional daily. These scholars were identified by their previous year's I-Ready scores, classroom performance, and Milestones scores (current 4th graders, 5th graders, and retained 3rd graders). Interventionists will assess scholar performance in Math and ELA using diagnostics and will reinforce standards addressed in class, cross-planning with classroom teachers. The scholars that have been added to the RTI program due to performance on Georgia Milestones in the prior year are being serviced academically by the intervention paraprofessional in the classroom on a rotating basis (Math one day, ELA on the next day). Scholars with multiple behavior issues will be given a series of strategies to use to keep them engaged in the lessons. Interventionists use strategies – preferential seating, “brain breaks”, and de-escalation techniques – to assist scholars with identified behavior issues.

RISE Grammar's counseling services entail classroom guidance lessons, individual counseling, small-group counseling (with parent consent), crisis intervention, coordination with outside agencies and therapists, and referrals for community services. The small-group counseling topics were surveyed at the beginning of the school year by all scholars. Each scholar had an opportunity to select multiple topics that they thought they could benefit from. The small-group counseling sessions last for 6 weeks, with a total of 8 scholars per session. Individual counseling is offered to any student who deem to need it. Scholars are referred by parents and teachers. Scholars are counseled for 50 minutes on their designated day and time. Mentoring programs are implemented at the beginning of the school year. They are designed to be gender specific.

b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

N/A

c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

The schoolwide tiered model that is used to prevent and address behavior and intervening services is Response to Intervention (RTI). As it pertains to behavior, those students who have been identified as Tier II, a questionnaire is completed by educators and parents, H/V screening and Student Support Team (SST) meeting is conducted to look at the antecedents to the behavior and implement interventions that have effective positive outcomes. Early intervention relating to serious behavior problems, under the Individuals with Disabilities Education Act (IDEA), is to create an intervention plan based on a Functional Behavior Assessment (FBA) known as the Behavior Intervention Plan (BIP). This includes intervention strategies with positive behavioral supports. Along with the aforementioned support, summative evaluations are used at the end of the year to plan for the following academic year, and the Effective Behavior Support Self-Assessment Survey is used with the intention of reviewing the following to reduce In-School Suspensions (ISS) and Out-of-School Suspensions (OSS):

• School wide discipline systems

- Non-classroom management
- Classroom management systems
- Systems for individual student engaging in chronic problem behavior

e. strategies for assisting preschool children in the transition from early childhood education

RISE Grammar will employ strategies for assisting our Pre-Kindergarten age scholars in the successful transition from early childhood education. We are planning on incorporating a pre-screening for Kindergarten that will be held prior to school in July. Parents will be notified to schedule this pre-screening. This will allow the teachers to use the data to get an understanding of where the scholars are academically.

Additionally, RISE Grammar will collaborate with our division preschool program by providing school tours and the registration process for Kindergarten. The school will also host “Shadow a K Scholar Days” and Family University Night to inform parents of kindergarten expectations.

3. Schoolwide Plan Development: Sec. 1114(b)(1-5)

a. is developed during a 1-year period, unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

RISE Grammar’s Title I Schoolwide Plan was developed during a one-year period through the collaborative input and feedback of all invited stakeholders (parents, community members, and school staff). An annual evaluation will be conducted to measure how successful our campus has been in addressing those needs and focus areas identified in the comprehensive needs assessment.

b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

We have developed, and will revise yearly, our plan with the participation of individuals (staff, community members and parents) who will participate in carrying out our comprehensive schoolwide plan. Our team consists of the principal, leadership team, teachers from core academic areas, school support, parents, and community members. These individuals were invited to provide input in the Schoolwide Title I planning process through various communication methods including One Call (school wide messaging system), newsletters, school website, ClassDojo, school calendar invitations and monthly parent council meetings. The input mediums are always available through the main office and family resource suite. The school improvement plan has been developed with input from stakeholders and will be revised annually at minimum. The plan will be implemented and carried out by all staff and stakeholders. The team consists of the following: principal, administrative team, teachers, parents, scholar government association (SGA), specifically, but the scholar body in general.

c. remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

The schoolwide plan remains in effect for the 2020-2021 school year. The plan and its implementation shall be regularly monitored, and revised as necessary, based on whether the academic achievement of all students, and particularly of low-achieving students, improved; whether the goals and objectives contained in the schoolwide plan were achieved; and if the plan is still appropriate as written.

d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

RISE Grammar’s Title I Schoolwide Plan, after it has been reviewed and approved by the Title I Department, will be placed on the school’s website for parents and the public to review. A hard copy will be kept in the administration office and made available upon request. In addition, a copy of the plan will be electronically filed in the Title I Department. The information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language to accommodate stakeholder needs.

4b: Describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners. Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C)

RISE Grammar will use and implement effective parent and family engagement strategies for parents of English Learners with the help of our Parent Liaison (Ms. Goodman-Cook), teachers Mr. Samuel Beck, and Ms. Ann Ryden to **translate** and **interpret** documents, **workshops**, **teacher conferences**, and in **all areas** where assistance is needed.

Dedicated time is set aside to encourage cultural education so that all parents and scholars have exposure. Hispanic Heritage Month is an annual observation along with Cinco de Mayo. Family Engagement is inviting non-English speakers to share in the parent resource suite out of their native culture so that parents build a better rapport.

Parents and guardians are invited to experience **Responsive Classroom** (an evidence-based approach to teaching and learning for RISE Grammar scholars in grades k through five). Responsive Classroom focuses on the strong link between academic success and social-emotional skills. We emphasize this during the Mindfulness Moments and Morning Meetings which scholars engage in each morning. This is a 20-minute daily routine that meets the needs of our scholars by building positive, meaningful relationships with caring adults and peers.

4c: If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

i. through coordination with institutions of higher education, employers, and other local partners

N/A

ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

N/A

5. Evaluation of Schoolwide Plan

a. Annually evaluating the schoolwide plan, using data from the State’s assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 114(b)(c); 34 C.R.R. 200.26(c)).

To evaluate the effectiveness of our plan, we intend to use the I-Ready Assessment data. This assessment is given three times a year. Additionally, we will use other technological platforms like USA Test Prep, News ELA, and IXL to determine if we are meeting the goals within the Title I Schoolwide Plan.



Professional Development Plan

List planned professional learning activities related to your goals.

Professional Learning Strategy	Professional Learning Timeline	Audience (grade level/subject)	Person(s)/Position Responsible
I-Ready and USA Test Prep	August 3, 2020	K – 5 th Grade Teachers	School Instructional Coaches Asst. Principal of Academics District Instructional Coach
Depth of Knowledge and Gradual Release	August 6, 2020	K– 5 th Grade Teachers	Assistant Principal
News ELA	August 10, 2020	K-5 th Grade Teachers	Assistant Principal
IXL	August 12, 2020	K-5 th Grade Teachers	Principal
Dissecting Data	September – May	K-5 th Grade Teachers	Administrative Team
PLCs are held each Wednesday to support all teachers to enhance instruction to gain and maintain scholars’ attention	September – May	K-5 th Grade Teachers	Administrative Team
Teacher Mastery Components: <ul style="list-style-type: none"> • Learning Targets • Scholar Evidence • Instructional Alignment • Differentiation • Data-Driven Instruction • Engagement • Academically Challenging Environment • Classroom Environment • Mindfulness in the Classroom 	September -May	K-5 th Grade Teachers	Administrative Team

Parent and Family Engagement Plan

* District Requirement Deadlines may be adjusted due to Federal/State guidance

* Title I Parent and Family Engagement requirements are mandated.				
Parent Engagement Activities	District Requirement Deadline	Scheduled Date(s) of Required Activity/Event	Person(s) / Position Responsible	Date Principal will meet with the school's Parent / Family Engagement designee to ensure requirements are completed with fidelity
School and District Parent & Family Engagement Plan (PFEP) sent home and on school website	10/15/20	Revised from secondary parent input by 10-05-20 Will be sent home and posted on school website by 10-9-2020	Family Engagement Coordinator/Principal/ Teachers	10-13-2020
School-Family Compact sent home and on the school website	10/15/20	Revised from secondary parent input by 10-05-20 Will be sent home and posted on school website by 19 Signed and returned by 10/15/20 GOAL: 100% compacts collected by 10/31/20	Family Engagement Coordinator/Principal/ Teachers	10-13-2020
School-Family Compact discussed in parent-teacher conferences (elementary)	12/11/20	Post first 9 weeks, PTC -	School Administration Staff Families	12-6-2020
Annual Title I Parent Meeting held and documents on school website	09/30/20	Deadline is September 30, 2020 September 16, 2020 @ 5PM September 17, 2020 @ 9PM		9-20-2021
Transition Meetings	05/14/21	Middle School Day- 5-3-21 Middle School Night- 5-3-21	Transitions Coordinator/Family Engagement Coordinator/ Principal	05-09-2021
Building Staff Capacity (Fall and Spring)	Fall: 12/04/20 Spring: 03/12/21	Fall: 11-11-2020 Spring: 02-14-2021	Family Engagement Coordinator/ Principal	Fall: 11-08-2020 Spring: 2-10-2021
Parent Resource Center Open House held	12/11/20	12-06-2020	Family Engagement Coordinator	12-07-2020
Parent Capacity Events Technology (HAC & Copyright Piracy) – Assessment Workshops – English Learner Specific Events Transition Meetings	Fall: 12/04/20 Spring: 03/12/21	Technology (HAC & Copyright Piracy) – 11-10-2020; 2-14-2021 Assessment Workshops – 12-01-2020; 03-07-2021 English Learner Specific Events Transition Meetings- 11-8-2020; 3-01-2021	Family Engagement Coordinator	11-16-2020 02-26-2021
Parent Input Meeting Held	03/27/21	10-19-2020 03-15-2021	Family Engagement Coordinator	10-20-2020 03-16-2021