THIRD WARD ELEMENTARY SCHOOL 2022-2023

This template must be completed in preparation for entering your Strategic Plan into the GPS system. Once this template is complete, the information can be copied and pasted into the GPS system by those trained in how to access and use the program.

Those completing the template are only to type in the blue sections.

Strategic Planning Team		
Must include an administrator, professional staff, service staff, a parent representative, and a school partnership representative		
Member Name	Title/Role	Email Address
Hollie Pritt	Principal	hpritt@k12.wv.us
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Vanessa Halle	Business Owner	vkaposy@aol.com

Mission & Core Beliefs

Mission

Mission statement: Today's learners, tomorrow's leaders!

Core Beliefs

1.	We believe that all members of the organization are responsible for increasing academic rigor in order to enhance and improve student growth.
2.	We believe that high expectations for all students, staff, parents, and community result in increased student performance.
3.	We believe that student learning should be focused on necessary life skills and content standards to prepare them for their continued education at the secondary level.
4.	We believe that all members of the organization are responsible for building positive relationships with students, parents, and community members in order to enhance community connections.
5.	

Demographic Data

On the lines below, list the Demographic Data Sources reviewed. In the box at the bottom of the page, note data trends, their root causes, and the impact they have on the student population and the school community.

Demographic Data Sources

1.	Homeless / Foster Care Data
2.	Counselor and Developmental Guidance Logs
3.	WVEIS Enrollment Reports
4.	Parent Involvement Logs
5.	Title I Surveys/Culture and Climate Surveys/LSIC Surveys
6.	Attendance Reports
7.	SAT Referral Data
8.	Promotion - Retention Data
9.	Zoom/WVEIS Data from Zoom WV

Demographic Data Trends, Root Causes and Impact

There are currently 299 students enrolled at Third Ward Elementary School. We are the second largest elementary school based on student population. The school's enrollment has been steadily decreasing for the last five years reflecting a loss of over 30 students. This downward trend can be attributed to several factors. The county's general population is declining, families are leaving the county and state due to limited economic opportunities. Our primary solution to help increase student population at TWES would be to reach out to families that have chosen to homeschool students following the covid pandemic.

Of the 299 students at TWES, 96 have IEPs and there are an additional 11 with 504 plans in place. TWES has a 35.7% population receiving special education services. Randolph County School has 710 students with IEPs and 115 students with 504 plans.   Randolph County Schools has a 22.7% population receiving special education services. This is an increase in the number of students receiving special education services at TWES over the last five years. TW has the only two life skills classrooms in the county. We have a pre-k special needs classroom as well. Our underlying factors contributing to an increase in this population is an increase drug abuse opioid use in our community. Economic disadvantages also contribute to this increase. We expect this percentage of students to increase due to the number of students currently in the referral process, or receiving intervention. To help meet the needs of these students, a professional special educator has been added to 2022-2023 school year.

One hundred ninety-four students at TWES are considered low SES, that is 64.8% of our students. Randolph County Schools has a total of 1,902 students that are low SES, a percentage of 52.4%. Our low SES population has increased over the last five years. The number is reflective of the number of students that migrate from Virginia and Maryland due to Section 8 HUDD housing vouchers as well as the continued illicit drug epidemic. This subgroup is also seeing an increase being shown by the number of students being raised in homes with guardians other than parents. Programs to support students and families in this subgroup include parent engagement activities, and grandparents club. The activities offered will continue to adapt and change based on best ways to support these families.

Our foster care/homeless data show that we have ten students in this subgroup. This is 3.3% of our student population. Randolph County Schools has 141 homeless students, a 3.9% of the total student population. This is an increase over the last five years. We see this increase because of an increase in drug abuse, loss of employment, and financial hardships. To support this group of students, Randolph County Schools provides free breakfast and lunch. We also have students that receive food weekly through the Backpack program. A local coordination with churches that provides food for needy

students. Third Ward has also created a clothes closet for students that are in need. This also includes toiletries and personal items.

ELA Academic Data
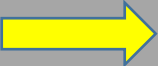
On the lines below list the ELA Data Sources reviewed.

	ELA Data Sources
1.	I Ready Benchmark Assessments and Progress Monitoring Results
2.	IMA reports
3.	Intervention Logs
4.	SAT Referral Data
5.	Promotion - Retention Data
6.	Professional Development Records
7.	Extended Learning Data
8.	ELRS-Early Learning Reporting System (PreK)
9.	ESGI
10.	Literacy Coaching Reports
11.	Walk through data
12.	PLC reports
13.	Accelerated learning framework data meeting reports

ELA Academic Data

In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy.

ELA Improvement Strategy Currently in Place		Description of Success of Strategy
1. Title 1 support and small groups	→	1. 100% of Title I intervention students maintained or showed growth on skill based screeners: >Kindergarten – 95% group phonemic awareness screener >1st-3rd – 95% Group PSI
2. iReady Program	→	2. Students complete benchmarks three times a year. Data from the benchmark shows current academic levels in grades K-5; it also shows the need for retentions and SAT referrals.
3. Extended learning opportunity - Teachers enhance students skills during extended learning days. Students have extra support and practice to master critical skills. Data is shared with regular teachers to improve skills.	→	3. In first grade, 13 students participated in afterschool tutoring. 13 first graders showed increase in high frequency words accuracy. In second grade, 19 students participated in afterschool tutoring. 12 of 18 students improved their iready reading scores.

ELA Needs Assessment Summary

Summarize the ELA data results below noting the root causes and what strategies will start, stop, or continue.

TWES performance currently reflects 30% of our students are proficient in ELA on the iready assessment. RCS currently shows a 35% proficiency rate in ELA. These numbers reflect a decrease over the previous two years which were 52% and

46%. Though the current proficiency level is still concerningly low and less than previously, factors that influence this during covid include limited attendance, limited face-to-face instruction and over-all poor attendance. Additional factors include student absences due to cancellation of bus routes because of county driver shortages. To help encourage improvement of scores, our Title I teachers offer an incentive program for the middle of the year and end of the year benchmarks. Recognition is given for students that meet typical and stretch growth for the year. Teachers have also been provided professional development to incorporate PAX and Kagan learning strategies.

Currently TWES special education population is 22% proficient in ELA on the GSA . RCS currently shows a 10% proficiency rate for this subgroup on the GSA. These numbers do not reflect a consistent increase or decrease. For example, in 2018-2019 the proficiency rate was 30% but in 2017-2018 it was only 14%. The population of this subgroup varies greatly from year to year and reflects the proficiency rate accordingly. These students will continue to receive specialized instruction based on their IEP and we expect this inconsistency to continue.   TWES proficiency rate for this subgroup in ELA on the iready assessment is 20%.

Our Homeless/Foster Care subgroup consists of ten students. These students currently show a 40% proficiency rate in ELA on iready. This compares to 30% for our school. At this time, we do not have a way to compare this subgroup to an increase or decrease over the last five years. These scores can reflect issues that our students are dealing with at this time, which can include trauma and social emotional issues stemming from being in foster care or in a homeless situation. TWES has a full time school counselor available to meet with students. We also have a social worker at our school one day per week.

The low SES population has a 31% proficiency rate in ELA on iready. This compares to 30% proficiency on ELA for TWES students. This is the first time we have calculated this data and do not have previous data to compare to. Transportation issues within the school system sometimes keep students from attending and parents are unable to transport. Students within this population have other concerns that take priority over academics. This includes, food, shelter and basic needs. TWES offers students to participate in the backpack program each week. This provides food for those students on weekends and extended holidays. The TWES Title I program offers additional support through small group instruction to

students in this subgroup who are struggling. Additionally, these students can participate in extended day and year activities.

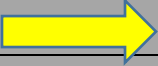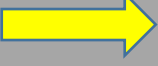| Math Academic Data |
|---|
| On the lines below list the Math Data Sources reviewed. |

Math Data Sources	
1.	I Ready Benchmark Assessments and Progress Monitoring Results
2.	ELRS-Early Learning Reporting System (PreK)
3.	Intervention Logs
4.	SAT Referral Data
5.	Promotion - Retention Data
6.	Professional Development Records
7.	Extended Learning Data
8.	Walk Through Data
9.	PLC Reports
10.	Accelerated Learning Framework Data meeting reports

THIRD WARD ELEMENTARY SCHOOL 2022-2023

Math Academic Data

In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy.

Math Improvement Strategy Currently in Place		Description of Success of Strategy
1. Number Talks	→	1. Number Talks have proven to show an increase in mental math skills.
2. iReady Program	→	2. Data from the Benchmarks shows growth in grades K-5; it also shows the need for retentions and SAT referrals.
3. Extended learning Opportunity - Teachers enhance students skills during extended learning days. Students have extra support and practice to master critical skills. Data is shared with regular classroom teachers.	→	3. Thirteen first graders participated in afterschool tutoring. 9 of those students improved accuracy of facts to 10 with a one minute time limit. Eighteen students in second grade participated in afterschool tutoring. Nine of those students improved iready Math scores.

Math Needs Assessment Summary

Summarize the Math data results below noting the root causes and what strategies will start, stop, or continue.

TWES performance currently reflects 33% of our students are proficient in Math on the iready assessment. RCS currently reflects a 27% proficiency rate in Math. These school numbers reflect a decrease over the previous two years which were 20% and 38%. Though the current proficiency level is still low and has increased and then decreased from previous years,

factors that influence this during covid include limited attendance, limited face-to-face instruction and the blended learning model. Additional factors include student absences due to cancellation of bus routes because of lack of bus drivers at the county level. To help encourage improvement of scores, our Title I teachers offer an incentive program for the middle of the year and end of the year benchmarks. Recognition is given to students that meet typical and stretch growth for the year. Teachers have also been provided professional development to incorporate PAX and Kagan learning strategies.

TWES currently shows a 17% proficiency rate on iready in Math for the special education subgroup. The population of this subgroup varies greatly from year to year and reflects the proficiency rate accordingly. These students will continue to receive specialized instruction based on their IEP and we expect this inconsistency to continue. At this time, we do not have previous year percentages to compare this data to.

Our Homeless/Foster Care subgroup consists of ten students. These students currently show a 10% proficiency rate on iready. This compares to 33% for our school. At this time, we do not have a way to compare this subgroup to an increase or decrease over the last five years. These scores can reflect issues that our students are dealing with at this time, which can include trauma and social emotional issues stemming from being in foster care or in a homeless situation. TWES has a full time school counselor available to meet with students. We also have a social worker at our school one day per week.

The low SES population has a proficiency rate of 23% in Math on iready. This compares to 33% proficiency on Math for TWES students. There are several factors that contribute to the rate of proficiency in this subgroup. Transportation issues within the school system sometimes keep students from attending and parents are unable to transport. Students within this population have other concerns that take priority over academics. This includes food, shelter and basic needs. TWES offers students to participate in the backpack program each week. This provides food for those students on weekends and extended holidays. The TWES Title I program offers additional support through small group instruction to students in this subgroup who are struggling. Additionally, these students can participate in extended day and year activities.

ELL Academic Data

THIRD WARD ELEMENTARY SCHOOL 2022-2023

On the lines below list the ELL Data Sources reviewed.

ELL Data Sources	
1.	ELPA 21 Screener
2.	ELPA 21 Assessment
3.	ELL Teacher Observations
4.	
5.	

*GPS Notes: This section is only to be completed by those schools with ELL students enrolled. Please consult with Title III Director and ELL teacher to complete.

THIRD WARD ELEMENTARY SCHOOL 2022-2023

ELL Academic Data

In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy.

ELL Improvement Strategy Currently in Place		Description of Success of Strategy
1. Multiple Presentation Mediums Information is presented orally, with a translation device, in print, via pictures and graphic organizers, and with the use of manipulatives.	→	1. This has helped to increase not only the students' academic performance, but also their listening and speaking proficiency as oral language is reinforced with imagery, tactile and kinesthetic clues.
2. Intensive Vocabulary Instruction In order to speak a second language fluently, a student must learn the vocabulary. Depending upon a student's level of proficiency, this instruction may start with basic object identification and progress through abstract concepts such as verb tense and conjugation. Instruction is reinforced by presentation through multiple mediums.	→	2. Students with the greatest improvement in vocabulary skills have shown the largest gains on the ELPA 21, as understanding the vocabulary is the key to speaking the language.

3.	Collaboration -The EL teacher not only collaborates with the students' classroom teachers, but as she serves as a community language instructor, she also collaborates with the students' parents.		3.	Students whose parents participate in the community language program have shown more gains, as what they practice at school is reinforced at home.

ELL Needs Assessment Summary
Summarize the ELL data results below noting the root causes and what strategies will start, stop, or continue.
*GPS Notes: This section is only to be completed by those schools with ELL students enrolled. Please consult with Title III Director and ELL teacher to complete.

On the lines below list the High School Graduation and Student Success Data Sources reviewed.

High School Graduation and Student Success Data Sources
1.
2.
3.
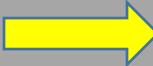
4.	
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12.	
13.	
14.	
15.	

*GPS Notes: This section is only to be completed by high schools.

High School Graduation and Student Success Data

In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy.

Graduation & Success Strategy Currently in Place		Description of Success of Strategy
1.		1.
2.		2.
3.		3.

High School Graduation and Student Success Needs Assessment Summary

Summarize the Graduation and Student Success data results below noting the root causes and what strategies will start, stop, or continue.

*GPS Notes: This section is only to be completed by high schools.

THIRD WARD ELEMENTARY SCHOOL 2022-2023

Attendance & Behavior Data
On the lines below list the Attendance & Behavior Data Sources reviewed.

	Attendance & Behavior Data Sources
1.	Attendance letters 3, 5, 10 days ATT 523 Report
2.	SAT Referral Data
3.	Promotion - Retention Data
4.	Homeless / Foster Care Data
5.	Counselor and Developmental Guidance Data
6.	Enrollment Data
7.	Zoom WV data
8.	BEST Room and Office Referral Data
9.	Attendance Reports
10.	WVEIS and PAX Behavior Reports
11.	PBIS data
12.	
13.	
14.	
15.	

Attendance & Behavior Data

In the left column describe the improvement strategies currently in place and in the right column, describe the success of each strategy.

Attendance & Behavior Strategy Currently in Place		Description of Success of Strategy
1. Attendance phone call reminders to parents, 3, 5 day letters, 10 day letters.	→	1. In March 2022, we had a 94% attendance rate.
2. PBIS and PAX programs Weekly behavior rewards Weekly retraining with Counselor and Social Worker/Principal	→	2. The emotional well-being of our students and their families has been greatly impacted by the pandemic. By continuing our PBIS program and incorporating PAX ideas, our students are familiar with expectations in the school. **There is a increase in WVEIS discipline data from 7.69% to 12.7%.**
3. Principal/Counselor/Social Worker makes home visits and phone calls to parents regarding attendance	→	3. In March 2022, we had a 94% attendance rate.

Attendance & Behavior Needs Assessment Summary

Summarize the Attendance & Behavior data results below noting the root causes and what strategies will start, stop, or continue.

TWES has an attendance rate of 94.3% which is the highest rate in the county. This compares to the county rate of 94.1%. During the 2020-2021 school year we had an attendance rate of 96%. School attendance during the covid pandemic was elevated because students were working remotely from home. Also, when students returned to a blended model of two days a week, attendance was higher during that time because days required to attend were less. To add an incentive for improved attendance we have implemented No Tardy Parties, which requires 0 tardies which includes late arrivals and/or early dismissals, AttenDance parties for missing 3 or less days and 0 excused absences per 9 weeks. TWES also has attendance letters sent to parents/families for excessive absences for each 9 weeks. At the end of the school year, if a student has perfect attendance they will receive a tshirt and a special lunch. RCS also has an attendance officer that meets with parents whose students have missed more than 10 days, unexcused for the school year.

Since we currently have the highest attendance rate for schools in RCS, there are not many ways to continue to improve upon this beyond what has been mentioned previously. Looking at subgroups for this year, the attendance rates are: ELL-96.6%, Special Education-94%, Low SES-93.4%, Homeless/Foster-92%. We do have 13.7% of our students that are chronically absent. This affects our attendance rates mostly because these students have already gone through the TWES attendance policy and procedures and have then been referred to the truancy officer and RCS to continue dealing with these absences and is beyond our control.

For the school year 2021-2022 we have 38 incident reports for behavior in WVEIS. This is 7.6% of our students that have been involved in these reported incidents. For the previous school year, we did not have referrals for this area because of the covid pandemic and as a result, students were not in attendance at school. There are several factors contributing to the incidence reports. This includes students on medication for behaviors, the breakdown of the family dynamic, students being raised in non-traditional homes and the lack of accountability for specific behaviors. We have implemented Grandparents Club to help address needs of families. We have our social worker that will reach out to these families through phone communication and meetings if needed. She has also made referrals to outside agencies for additional support. Some of these students have been given school check in and check out staff. This pairs the student with a staff member that they check in with each morning and out at the end of the day to see how they are doing and making sure they have everything

with them to go home for the day. Our school pro officer makes monthly visits to check in on some of our Tier 3 students. Through our PBIS program we have weekly boot camp to address school expectations and following school rules. BEST room referrals are made to the school counselor for minor infractions and can occur daily.

Our low SES subgroup is the largest group with behavior incidents. 71% of the low SES population account for the discipline referrals at TWES. Factors contributing to this subgroup having such a high discipline referral rate is students on medication, students coming from homes that struggle financially, being raised in non-traditional homes and lack of accountability. We have implemented Grandparents Club to help address needs of families. We have our social worker that will reach out to these families through phone communication and meetings if needed. She has also made referrals to outside agencies for additional support. Some of these students have been given school check in and check out staff. This pairs the student with a staff member that they check in with each morning and out at the end of the day to see how they are doing and making sure they have everything with them to go home for the day. Our school pro officer makes monthly visits to check in on some of our Tier 3 students.   Through our PBIS program we have weekly boot camp to address school expectations and following school rules. BEST room referrals are made to the school counselor for minor infractions and can occur daily.

Educator Effectiveness Data
On the lines below, list the Educator Effectiveness Data Sources reviewed. In the box at the bottom of the page, note data trends, their root causes, and the impact they have on the student population and the school community.

Educator Effectiveness Data Sources	
1.	Teacher certification records
2.	Observations, evaluations, and coaching reports
3.	Professional Development reports with specific evidence of services provided to new and/or struggling teachers
4.	Retention rates
5.	Teacher attendance rates

Educator Effectiveness Needs Assessment Summary
Summarize the Educator Effectiveness data results below noting the root causes and what strategies will start, stop, or continue
The average years of experience for our professional staff at Third Ward is fifteen years. The years of experience ranges from one to thirty-nine years. Our average degree level is a Masters. We have ten professionals with a bachelors degree, 17 with masters degrees, and 1 with a doctorate degree. The range of experience/degree level does not impact teaching efficacy according to our educator evaluations. Evaluations reflect this by showing that our staff performs at accomplished or distinguished levels on many standards. Positions in special education are the most difficult to fill/retain. The underlying factors influencing special education shortages include workloads, caseloads, camera/constant scrutiny, student behaviors, and lack of county support for those behaviors. TWES has many programs in place to support teachers including actively recruiting, a good reputation, Third Ward staff works well as a team, a great PBIS program, and work collaboratively with our local colleges. The following professional development sessions have been offered: writing workshop, APL, Kagan training, SEL, Vocabulary A-Z.

Educator Effectiveness Data
On the lines below list the Professional Development opportunities that will be used to improve teacher efficacy and student success.

Professional Development Sessions	
1.	iReady
2.	Accelerated Learning Framework-ALF
3.	PLCs
4.	Vertical Planning

5.	Writing Process-Cheryl Ware
6.	Title 1 Collaborative planning
7.	PAX
8.	Learning A-Z
9.	HMH Grade Level planning
10.	Kagan
11.	Capturing Kids Hearts

Notes Regarding GPS Requirements for Goals, Strategies, and Action Steps

In the section that follows, you will list each Goal on a separate page with the Strategies and Action Steps for each listed directly below the corresponding Goal.

Please note that the GPS system requires you to list what Progress Monitoring Tools/Performance Measures you will use to assess your progress toward reaching the goal. These should be listed only once at the start of the Goal and not before each Strategy in the GPS system.

Action Steps Require a start and stop date (August 1st and June 30th of the current school year) and the people responsible for overseeing/carrying out the Action Step. If an Action step is continued from one year to the next, you can copy it, but you still must remember to go in and change the dates as it will copy those listed the previous year.

Goal 1

By the end of the school year, 75% of our students will show individual growth in all subgroups in ELA so students are prepared to transition to the next grade level as measured by summative and formative assessments as well as specific school data.

What Progress Monitoring Tools /Performance Measures will you use to determine your progress toward meeting the goal?

The tools being used to monitor/measure progress will be iReady Benchmarks, Growth Monitoring Assessments and Formative Checks for Understanding.

Goal 1 Strategy 1	Goal 1 Strategy 2	Goal 1 Strategy 3
Data driven decisions will be utilized to drive classroom instruction	Data driven decisions will be utilized to drive intervention	Instruction will be designed to work with students on learning gaps to help make progress on grade level content
G1 S1 Action Step 1	**G1 S2 Action Step 1**	**G1 S3 Action Step 1**
Classroom teachers will collect data from benchmarks three times/year between August and June, growth monitoring checks and formative assessment as needed	Classroom teachers and Title I teachers will collect data from benchmarks 2-3 times/year between August and June	Classroom teachers will identify priority standards and teach prerequisites if needed
G1 S1 Action Step 2	**G1 S2 Action Step 2**	**G1 S3 Action Step 2**
Classroom teachers and Title I teachers will meet collaboratively to analyze data 2-3 times/year and use results to drive instruction	Classroom teachers and Title I teachers will utilize this data to determine students who need Targeted or Intensive intervention.	Classroom teachers will assess taught skills and use results to drive instruction and reteaching
G1 S1 Action Step 3	**G1 S2 Action Step 3**	**G1 S3 Action Step 3**
Grade level PLCs will be utilized to address areas of concerns	Classroom teachers and Title I teachers will administer addition screeners if necessary to	Provide small group, whole group, or individual instruction using various strategies including Kagan

determine instructional focus and place students in intervention groups.		

Goal 2

By the end of the school year, 75% of our students will show individual growth in all subgroups in Math so students are prepared to transition to the next grade level as measured by summative and formative assessments as well as specific school data.

What Progress Monitoring Tools/Performance Measures will you use to determine your progress toward meeting the goal?

The tools being used to monitor/measure progress will be iReady Benchmarks, Growth Monitoring Assessments and Formative Checks for Understanding.

Goal 2 Strategy 1	Goal 2 Strategy 2	Goal 2 Strategy 3
Data driven decisions will be utilized to drive classroom instruction	Classroom teachers and Title I teachers will meet collaboratively to analyze data 2-3 times/year and use results to drive intervention	Instruction will be designed to work with students on learning gaps to help make progress on grade level content
G2 S1 Action Step 1	**G2 S2 Action Step 1**	**G2 S3 Action Step 1**
Classroom teachers will collect data from benchmarks three times/year between August and June, growth monitoring checks and formative assessment as needed	Classroom teachers and Title I will collect data from benchmarks three times/year between August and June	Classroom teachers will identify priority standards and teach prerequisites as needed
G2 S1 Action Step 2	**G2 S2 Action Step 2**	**G2 S3 Action Step 2**
Classroom teachers and Title I teachers will meet collaboratively to analyze data 3 times/year and use results to drive instruction	Classroom teachers and Title I teachers will utilize this data to determine students who need Targeted or Intensive intervention.	Classroom teachers will assess taught skills and use results to drive instruction and reteaching
G2 S1 Action Step 3	**G2 S2 Action Step 3**	**G2 S3 Action Step 3**

The Principal will utilize PLCs to address areas of concern	Classroom teachers will determine instructional focus and place students in intervention groups.	Provide small group, whole group, or individual instruction using various strategies including Kagan

Goal 3

Third Ward Elementary School will maintain at least a 90% attendance rate yearly as measured by WVEIS attendance reports.

What Progress Monitoring Tools/Performance Measures will you use to determine your progress toward meeting the goal?

WOW/WVEIS 2.0 Data and reports will be monitored weekly.

Goal 3 Strategy 1	Goal 3 Strategy 2	Goal 3 Strategy 3
Communication with attendance director and communication with resource officer	Livegrades reports are used for daily attendance	TWES will have attendance and no tardy incentives
G3 S1 Action Step 1	**G3 S2 Action Step 1**	**G3 S3 Action Step 1**
Weekly emails to attendance director and resource officer regarding chronic absenteeism; 5 day letters are sent to parents	If consecutive absences occur, parents are contacted	Prizes are given weekly for good attendance and no tardies
G3 S1 Action Step 2	**G3 S2 Action Step 2**	**G3 S3 Action Step 2**
County resource officer, parents and school meets to determine next steps.	Written excuses are accepted up to 5 days after an absence and make up work is given to students	Each 9 weeks a no tardy party and attenDance is held. No tardy parties are for students who have 0 unexcused tardies. AttenDance is for students with 0 unexcused and 3 or less excused.
G3 S1 Action Step 3	**G3 S2 Action Step 3**	**G3 S3 Action Step 3**

Referral to magistrate court		Livegrades reports are used to gives 9 weeks rewards for good attendance		Absences are tagged in WVEIS after 3 days; this provides documentation of student absences.

Title I School-wide Programs

1.) Explain how you will create opportunities for all children including subgroups.

Third Ward Elementary School will create academic opportunities and opportunities for parent engagement throughout the school year. Academic opportunities include test taking strategies, a reading escape room, and math lego night, and Monster Math. A child rearing/development will include a parent component for Capturing Kids Hearts. All students will be invited to these activities planned throughout the school year.

2.) Explain how you will create a well-rounded education program.

By looking at our iReady classroom data and GSA data, we will create a well-rounded education program. We will use that data to determine the greatest areas of need and to develop enrichment for those students who need challenged. Interventions for those who need additional support will be provided. SAT meetings are held to determine if modifications are needed or a referral for special services. We will hold collaborative planning two to three times during the school year. We incorporate weekly counselor lessons as well as small group pull-outs for social emotional needs. We also have a social worker that comes to our school one day each week and contacts students and parents that are at risk for academic, attendance and social issues.

3.) Explain what strategies will be used to increase the quality and amount of learning time.

By using small group in class instruction, focus on individual student needs of that group as opposed to whole class instruction is accomplished. Monthly Kagan and PAX strategies are introduced and focused on during instruction. Small group instruction allows teacher monitoring of mastery of skills and to focus more intensely on skill deficits. This increases the amount of time that students are on task and focused.

4.) Explain what strategies will be used to provide an enriched and accelerated curriculum.

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We utilize iReady, APL and Kagan to enrich and challenge students who are working beyond grade level. Small reading and math groups allow enrichment activities and more challenging curriculum for students working beyond grade level. Extended studies provides accelerated curriculum to students identified as gifted.

5.) Explain what strategies will be used to address the needs of at-risk learners.

iReady is administered to all students in K-5th grade. Based on iReady results and teacher input, students identified as below grade level are given a phonological awareness or phonics screener based on grade level to identify areas of deficiency. Those students are then placed in pull out intervention groups to receive on level instruction by Title 1 teachers. Progress is monitored continuously throughout instruction and students are placed according to their next skill level. Research based instruction is provided by using 95% group materials. These materials include phonics lesson library, phonics chip kits, and multi-syllable routines. Other research based materials that may be utilized are early reading intervention, a program through Scott Foresman, IPAP and Florida Center For Reading Research.

6.) Explain what strategies will be used to increase parent and family engagement.

Parents and families will complete surveys to give information and input about what activities they would be interested in. Parents can also be involved by being a member of our school Parent Advisory Committee and LSIC to help determine parent activities and interests. Various parent engagement activities will be planned that focus on academic, testing, child rearing and development. Light refreshments and hands-on activities and materials are utilized to attract attendees.

*GPS Notes: This section is only to be completed by Title I Schools.

Title I School-wide
Parent Engagement Sessions

This is a continuation of number 6 on the previous page. Here you will list the specific Parent Engagement Sessions you plan to hold/complete throughout the year.

Date of Session	Name of Session	Target Audience	Number Participating
August 15, 2022	Back To School Night	K-5	

THIRD WARD ELEMENTARY SCHOOL 2022-2023

Sept. 2, 2022	Volunteer Training/Family Lunch and Learn	K-5	
Oct. 31, 2022	Monster Math	K-5	
Oct. 14, 2022	Family Lunch and Learn	K-5	
Nov. 10, 2022	Lego Night	K-5	
Nov. 10, 2022	Family Lunch and Learn	K-5	
Dec. 9, 2022	Family Lunch and Learn	K-5	
Jan. 13, 2023	Family Lunch and Learn	K-5	
Feb. 23, 2023	Escape Room	K-5	
Mar. 10, 2023	Family Lunch and Learn	K-5	
April 14, 2023	Family Lunch and Learn	K-5	
April 27, 2023	Test Prep	3-5	
May 19, 2023	Family Lunch and Learn	K-5	

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