

# Homeland Park Primary School

**Title I Planning 2020-2021**

# AGENDA

Welcome and  
Introductions

Needs Assessment  
Data and Surveys

Current Year Activities  
and Expenditures

Effectiveness of  
Planned Programs and  
Activities/Strategies

Proposed Research  
Based Programs and  
Activities

Extended School Year -  
Summer Enrichment

Parent  
Involvement/Compact

*As a recipient of Title I funds, ALL Title I schools will consult with parents of children enrolled in the school to establish expectations and to provide activities for effective parent and family involvement.*

District Title I Plan

Questions, Input &  
Final Thoughts

# Participants

Gary Bruhjell, Principal

Elizabeth Bowen, Assistant Principal

Kim Morgan, Federal Programs Director

Melissa Knowles, Teacher of the Year

Candace Maddox, Teacher Interventionist

Patsy McGregor, Reading Coach

Helen Bonner, Data Clerk

Erica Wells, Teaching Assistant

Tripp Dukes, Assistant Superintendent

Brenda Kelley, Director of Elementary

Lucilla Beaton, Social Worker

Michelle Traynum, STEAM/Math Coach

Stephen Dickey, Grace Church Campus Pastor

Liz Brock, United Way of Anderson

David Rojas, BCBS/Healthy Blue

Lisa Pond, Parent/Guardian

Walter Lanier, Parent/Guardian

Cheryl Robinson Parent/Guardian

# School Climate Data

School Indicator	2017	2018	2019	2020
Teachers satisfied with learning environment.	50%	93.3%	86.2%	95.5%
Teachers satisfied with the social and physical environment.	61%	93.4%	93.1%	100%
Teachers satisfied with home-school relations.	17%	73.3%	72.4%	81.8%

# Teacher/Administration Quality Measures

Classroom Environment	2017	2018	2019
Teacher attendance rate	94.6%	95.5%	94.9%
Percent of teachers on continuing contract	72.4%	75%	74.2%
Percent of teachers returning from previous year	N/A	73.1%	90%
Prime instructional time	86.7%	87.3%	94.2%
Student-teacher ratio	21.6	21.6	21.7

# Teacher Survey

Name the one thing you liked most about this school year and would like to see continued.

I liked the new reading resources for teachers.

Implementation of Fountas and Pinnell GR and Phonics programs.

I liked receiving the Fountas and Pinnell reading and phonics kits.

One book, one school

Homeland Park is family!!

The Family Atmosphere

I love to see families involved with student learning- STEAM Days, Teacher Tool Box, etc

Keep these going!

We have many activities that bring us closer together as one big family and helps us to educate these children that we so dearly love!

Steam nights and days are great for this. Parent participation is pretty good, but teachers get to interact with students in a different kind of way.

The F&P Guided Reading books are the BEST thing our administration has ever given us!!! It makes teaching Guided Reading so much more effective for both teachers and students.

STEAM days and activities

PLUS

# Teacher Survey

Name the one thing you liked most about this school year and would like to see continued.

Authentic Student Writing

Book clubs

Schedule

Implementation of F&P Phonics

New resources to use in our rooms

Events and resources that encourage parent involvement and foster positive teacher-parent relationships.

Class color t shirts

I loved all of the special days we had especially the Black History Program.

I loved the new reading and phonics materials and believe we are on the right track.

I enjoy all the activities, book clubs and assemblies. I would like them to continue and I would like to see more of those programs added.

The events and special opportunities for the kids!

PLUS

# Teacher Survey

List one thing you would like added next year.

I would like to be able to attend professional development conferences.

Team building/interactions for grade levels

I would like to have benches added outside on the playground for the Teachers.

I would like to see a practice for dismissal (where students will sit, how they are called out, what number they are to look for).

Not sure yet... ??

The return of the Student Success position we lost.

dismissal in the hallway is hectic

i would love to see a math pull out program. We are doing great with reading and making great strides. Math needs this attention as well.

I would like to see more professional development/training on the F&P Phonics kits. With our school year being cut short due to COVID-19, I feel like I have not had enough experience using the phonics kit to teach it effectively.

Nothing- I think everything is perfect!

Professional Development for Read- alouds and independent reading

# WISH



# Teacher Survey

List one thing you would like added next year.

Pep Rally's for kids before testing?

Ice cream sundae at all faculty meetings

Implement F&P Benchmarking

More professional development for independent reading kits and how to use them in the classroom.

greater emphasis on phonics/phonemic awareness

Teachers pick recess time

I would to see if we could get a PTA started.

New benches for teachers out by the playgrounds.

Perhaps some type of reteaching loop or a teacher who would be willing to teach a transition class. I think some of the students could really benefit from this.

E-spark website subscription :) / Help with goodies with grandparents items?

# WISH

# Kindergarten Reading - Winter MAP 2020

## Reading

Summary	
Total Students With Valid Growth Test Scores	118
Mean RIT	149.6
Standard Deviation	10.3
District Grade Level Mean RIT	151.1
Students At or Above District Grade Level Mean RIT	44
Norm Grade Level Mean RIT	148.9
Students At or Above Norm Grade Level Mean RIT	59

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	14	12%	29	25%	32	27%	22	19%	21	18%	149-150-151	10.3

# Kindergarten Math - Winter MAP 2020

## Mathematics

Summary	
Total Students With Valid Growth Test Scores	116
Mean RIT	145.6
Standard Deviation	12.8
District Grade Level Mean RIT	150
Students At or Above District Grade Level Mean RIT	41
Norm Grade Level Mean RIT	148.8
Students At or Above Norm Grade Level Mean RIT	48

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	29	25%	29	25%	22	19%	21	18%	15	13%	144-146-147	12.8

# First Grade Reading - Winter MAP 2020

## Reading

Summary	
Total Students With Valid Growth Test Scores	139
Mean RIT	162.2
Standard Deviation	12.4
District Grade Level Mean RIT	170
Students At or Above District Grade Level Mean RIT	34
Norm Grade Level Mean RIT	169.1
Students At or Above Norm Grade Level Mean RIT	34

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	57	41%	30	22%	27	19%	12	9%	13	9%	161-162-163	12.4

# First Grade Math - Winter MAP 2020

## Mathematics

Summary	
Total Students With Valid Growth Test Scores	138
Mean RIT	164.2
Standard Deviation	14.4
District Grade Level Mean RIT	172.7
Students At or Above District Grade Level Mean RIT	34
Norm Grade Level Mean RIT	171.2
Students At or Above Norm Grade Level Mean RIT	38

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	49	36%	38	28%	24	17%	13	9%	14	10%	163-164-165	14.4

# Second Grade Reading - Winter MAP 2020

## Reading

Summary	
Total Students With Valid Growth Test Scores	133
Mean RIT	172.8
Standard Deviation	14.2
District Grade Level Mean RIT	180
Students At or Above District Grade Level Mean RIT	45
Norm Grade Level Mean RIT	182.2
Students At or Above Norm Grade Level Mean RIT	38

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	54	41%	29	22%	22	17%	22	17%	6	5%	172-173-174	14.2

# Second Grade Math - Winter MAP 2020

## Mathematics

Summary	
Total Students With Valid Growth Test Scores	133
Mean RIT	175.9
Standard Deviation	10.2
District Grade Level Mean RIT	181.6
Students At or Above District Grade Level Mean RIT	43
Norm Grade Level Mean RIT	184.2
Students At or Above Norm Grade Level Mean RIT	27

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	46	35%	44	33%	25	19%	17	13%	1	1%	175-176-177	10.2

# 2019-2020 Activities

- LLI Teacher Interventionist
- STEAM/Math Coach - Project Launch
- Fountas and Pinnell Classroom
  - Phonics Kits
  - Guided Reading
  - Benchmarking
  - Second Grade Read Aloud
  - Reading Mini-Lessons Text
  - Materials for Additional Classrooms
- Writing Book Study and Implementation
- MTSS and Guidance Intervention Team
- Math Staff Development
  - Mary Ruzga
  - Number Talks
- Future Book Study - Guided Reading Centers
- Parent Involvement
  - Family Book Club
  - Teacher Toolbox Talk
  - Kids' Toolbox Talk
  - Spooktacular
  - Goodies with Grandparents
  - Polar Express
  - Fine Arts Nights
  - Morning STEAM
- Anderson University Partnership
- Classroom Supplies/Materials/Resources
  - Reading bags, communication folders, writing folders, Words to Know, chart paper, copying, etc.



# Proposed Programs and Activities 2020-2021

Based on the data and collected survey results, the following activities are proposed for the coming school year. Please provide feedback and input.

Family Book Clubs and Incentives

STEAM/Math Coach

Teacher and Teaching Assistant for Intervention

Resources for Balanced Literacy/Book Clubs

ELA/Math/Technology Staff Development

Expand Cultural Awareness

Instructional Supplies for Classroom

Parent Communication

Educational Software

Support Copiers and Printers

Resources for Guided Math

Extended Day and Summer Programs

- **Parent Involvement**  
Fuerstein, Abe. 2000 "School Characteristics and Parent Involvement: Influence on Participation in Children's Schools." *The Journal of Educational Research* 94 (September). No. 1; 29-40.
- **Instructional Coach**  
Sparks, Georgea. 1986. "The Effectiveness of Alternative Training Activities in Changing Teaching Practices." *American Educational Research Journal* 23, no 2. 217-225
- **Hands-On Science**  
Stohr-Hunt, Patricia M. 1996. "An Analysis of Frequency of Hands-On Experience and Science Achievement." *Journal of Research in Science Teaching* 33, no. 1:101-109. (Annotated citation can be found in ERIC, EJ 518837.)
- **Reading Intervention**  
Barr, Shanahan, Timothy Barr, and Rebecca Barr. 1995. "Reading Recovery: An Independent Evaluation of the Effects of an Early Instructional Intervention for At-Risk Learners." *Reading Research Quarterly* 30. No. 4:958-996. (Annotated citation can be found in ERIC, EJ 511644.)
- **Balanced Literacy**  
Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Massengill. 2005. "Balanced Literacy in an Urban School District." *Journal of Educational Research* 98 (May), no. 5:272 (Annotated citation can be found in ERIC, EJ698850.)
- **Extended School Year**  
Xin, Fu, and Others. 1995. "Extended School Year: A Participatory Research Evaluation." Consortium for Collaborative Research on Social Relationships. November 1995. (ERIC, ED292217).

**Scientifically-based Research**

## TITLE I PARENT-SCHOOL COMPACT

### PRINCIPAL AND TEACHER

Schools have a responsibility to provide a positive, safe environment that is open to parents and students and to set high expectations for learning in order to educate children to become successful citizens of tomorrow. Therefore, I pledge that I will:

1. Be a positive role model.
2. Provide a high quality curriculum.
3. Provide a supportive classroom environment.
4. Respect the cultural differences of students and their families.
5. Establish open lines of communication with parents concerning their child's school performance through, (1) annual parent-teacher conferences; (2) frequent progress reports, and (3) reasonable access to staff and opportunities to volunteer, observe and participate in classroom activities.

### PARENTS

Involvement in my child's school is very important to improved learning and student conduct. Therefore, as a parent I pledge that I will:

1. Be actively involved in my child's learning.
2. Attend conferences with teachers and/or principal.
3. Communicate regularly with my child's teacher.
4. Support the school in its efforts to maintain proper discipline.
5. Provide a supportive home environment to ensure success for my child at school by monitoring attendance, homework completion, volunteering in the classroom, and encouraging the positive use of extracurricular time.

### STUDENT

Success in school is determined in part by accepting responsibility for good behavior in the school as well as in the community. Therefore, I pledge that I will:

1. Respect others.
2. Always try to do my best in my work and in my behavior.
3. Be prepared for school daily with all necessary materials and assignments.
4. Follow all school and classroom rules.



**Title I Parent-School Compact and Family Engagement Policy Revisions**

# Anderson School District Five Title I Planning

Mrs. Kim Morgan

Director of Federal and State Programs

Anderson School District Five

*Thank You!*