Alum Creek ELEMENTARY
2515 Parklawn Dr.
Lewis Center. OH 43035

Building Title I Plan

School: Alum Creek Elementary
School Year: 2026-2027

School wide Title I buildings will follow the Olentangy Local Schools Title I policies: 2261, Title I Services; 2261.01, Title I Parent Participation in Title I Programs; 2261.02, Title I Parent Right to Know.

As a school wide Title I building, Alum Creek Elementary School will:

- Utilize Multi-Tiered Systems of Support (MTSS) teams to address community, student, family, and staff needs.
    - The MTSS Umbrella of Teams each has a focus on how to support staff and students as well as creating a positive learning environment.
    - Literacy Specialists, Gifted Specialist, Math Specialist, Behavior Specialist, School Psychologist, Speech Language Pathologist, Occupational Therapist, Intervention Specialist Chair, and Administration are part of the core MTSS Team that reviews student concerns and coordinates collaboration with staff on instruction/interventions.
    - Staff utilize a variety of assessments and data to create, implement, and monitor interventions for academic and non-academic barriers.

- Strategically plan Professional Development/Collaborative Meetings to ensure students receive quality instruction, intervention, and support.
    - Utilize job embedded professional development within coaching sessions, Grade Level Meetings, Faculty Meetings provided by Literacy, Gifted, and Math Specialists, Technology Chairs, EL Staff, school administration, and district support staff.
    - Provide opportunities for book studies on current, best practices in instructional practices. 26-27 School Year – Developing Mathematical Reasoning
    - Provide resources and coaching on instructional strategies and interventions.
    - Title teachers have regular check-in meetings with literacy and math specialists.

    - Plan and implement professional development on analyzing student data on the new assessments used for benchmarking of academics and growth to plan for instruction and interventions.

- Analyze a variety of data to provide a comprehensive view of students' areas of support.
    - Use state, district, and school assessments/screening data to identify which students need targeted interventions, select appropriate interventions, and monitor impact of instruction/intervention and student growth/progress.
    - Utilize phonics assessments to provide targeted intervention based on students' instructional needs.

- Strategically plan and use targeted interventions/supports.
    - Create small groups based on students' areas of need to provide targeted intervention/support and progress monitoring.
    - Utilized MTSS Umbrella of Teams to provide supports and interventions that will address non-academic barriers.

- Encourage family/community engagement and collaboration through communication, night events, parent meetings, and notification of resources for assistance.
    - Inform parents about supports and programs available through:
        - Schoolwide Curriculum Night Slides
        - Cardinal Connection
        - Flyers & hard copy letters
        - Parent meetings
        - Parent Square
        - SeeSaw
        - Schoology
        - Family Hub

    - Build the capacity of parents to support their child's education through
        - Events: Family Engagement opportunities: Open House, Curriculum Nights, Community Night, STEAM Night, Family Game Night, Art Show, and Choir Concerts.
        - Newsletters

    - Provide parents with a parent-school compact describing the responsibilities of the school, the parent, and the student shared by QR Code at Parent-Teacher conferences, in the Cardinal Connection Newsletter, and an email in Parent Square with a link.
    - Communicate student progress with parents at
        - Parent-Teacher Conferences
        - Report Cards
            - Available online 4 times per year

            - Hard copies sent home 1st, 2nd and 3rd quarters
        - Student Data Meetings
    - Involve parents in the development/review of the building's Title I plan through individual feedback on draft shared through Parent Square, Parent-School Collaboration Team meeting, feedback gathered on Possip, May Title I Survey, September Title I Survey, and conversations with parent groups.

- Utilize student focused programs to encourage student ownership and engagement through small groups, leadership opportunities, enrichment activities, and schoolwide celebrations.
    - 4th - 5th Grade Ambassadors program - Leadership and Service Group
    - Let Me Run - Grades – 4th and 5th Grade Students
    - ACES Choir - 4th and 5th Grade Students
    - Safety Patrol - 5th Grade Students
    - Caring Cardinals - Community Outreach Service Group
    - Sunshine Club
    - Chess Club
    - Global Readers Book Club – 2nd – 4th Grade Students
    - Target Team Meetings - focus on leadership, social skills, and making connections
    - Unplugged Club - board games and Legos
    - Lunch Book Club
    - Battle of the Books
    - ACES Math Club
    - Math & ELA Games Peer Support Program
    - Celebrations and Schoolwide events
        - Student of the Month
        - Student of the Quarter Assembly & Honorees Breakfast
        - Target Ticket School Store
        - Enrichment Day
        - Career Exploration 4th & 5th
        - Veterans' Day Assembly
        - School Sing a Long
        - Field Day

- Use Title Funds to:
    - Hire Title I Teachers to provide small group targeted instruction.
    - Purchase supplies/materials/resources that supplement the educational services provided.
    - Purchase supplies/materials/resources for family and community engagement.

This plan was developed based on a review of last year's progress, PD surveys, and building wide needs from the previous year and with input from staff, families, and PTO leadership. This plan will be shared with families through our Cardinal Connection

Newsletter, email/post on Parent Square, and in the Title I Information Folder on the Family Hub.