Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

Division Name: Roanoke County Public Schools
School Name: Glen Cove Elementary School
Date: 10/02/2026
Select One: X **Initial Plan** **Revision**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
  - Parents;
  - Other members of the community to be served;
  - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
  - The local education 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; and
  - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that are related to the schoolwide components.

Directions: Complete each of the four components by following these steps:

- Access the Title I Schoolwide Plan template on the Title I web site.
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs*, *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program,* and *Title I Fiscal Issues*, can be accessed at the Title I website under Guidelines and Procedures/Federal Guidance.

Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

Stakeholders:
List the name and title of each stakeholder who participated in developing this plan.

Name of Stakeholder	Title
April Brubaker	Principal
Matthew Gouker	Assistant Principal
Donna Hall	Teacher
Ellen Allen	Teacher
Tia Scarpinato	Reading Specialist
Vyvyana Cox	Special Education Coordinator
Erin Thomasson	Parent/Teacher
Stephanie Hodges	Grand Parent
Anh Thu LeNguyen	Parent

Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

Component 1 §1114(b)(6):
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.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative:

Glen Cove Elementary School is located in Roanoke, Virginia and is part of the Roanoke County Public Schools. This elementary school serves a diverse population of 398 students in grades Kindergarten-5th grade. Currently 66.35% of the student body qualifies for free/reduced lunch. As a result, Glen Cove participates in the Community Eligibility Program (CEP), offering free breakfast and lunch to all students. Demographic information for the 2026-2027 school year is included below.

The planning team consisted of Glen Cove's administration (April Brubaker, principal and Matthew Gouker, assistant principal), classroom teacher (Donna Hall), the school's Title I teacher (Ellen Allen), the school's reading specialist (Tia Scarpinato), the school's special education coordinator (Vyvyana Cox), and three parents/grandparents (Erin Thomasson, Anh Thu LeNguyen, and Stephanie Hodges). Glen Cove's schoolwide plan will be reviewed and updated annually.

Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

Demographic Data

Category	2023-2024	2024-2025	2025-2026	2026-2027
White	61.57%	61.41%	59.59%	60.8%
Black	15.06%	15.09%	15.86%	19.8%
Asian	4.49%	4.47%	4.09%	4%
Hispanic	10.79%	11.29%	11.25%	15.39%
Two or more	8.09%	7.76%	9.21%	11%
Native American	0%	0%	0%	0%
ELL	4.94%	5.41%	4.35%	6%
Special Education	19.78%	19.09%	18%	22%
Homeless	0.45%	.23%	.26%	0%

Budget Implications:

For the 2026-2027 school year Title I remediation funds will be used to provide remedial services in grades K-5 in reading and mathematics. These services will take place during the school day from September 2026-May 2027. After-school remediation may also be offered to students in grades K-5.

Title I funds will be used to purchase Language Arts materials, which support Glen Cove's goal of improving student fluency, decoding skills, and comprehension of fiction and nonfiction text, ultimately increasing the overall SOL pass rate in reading grades 3-5. In addition, Title I funds will be used to support math instruction in grades K-5 with the purchase of manipulatives, technological resources, and other hands-on materials. Retired teachers will pull remediation groups during the school day to review and reteach reading and math concepts as needed based on classroom data. Remediation funds, VALLSS funding, and Title I funds will pay for tutors to work with students K-5 on foundational literacy skills.

Title I Parent Involvement funds will be used to promote parent/guardian participation in the educational process and support general communication with the school. Parent involvement events for the 2026-2027 school year are listed under Component 3.

Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

Benchmark/Evaluation: STANDARDS OF LEARNING TESTS (SOLS) Data taken from the Virginia Standards of Learning tests are examined to determine the needs of individual students, subgroups, and the school as a whole. All instruction at Glen Cove is data driven. During the 2026-2027 school year there will be a targeted focus on reading and math to improve student achievement.

Grade level	Subject	2023-2024 SOL Results	2024-2025 SOL Results	2025-2026 SOL Results	2026-2027 SOL Results
3rd grade	English	68%	81.67%	83%	
3rd grade	Math	74%	86.67%	86%	
4th grade	English	87%	87.69%	83%	
4th grade	Math	94%	83.08%	80%	
5th grade	English	83%	85%	90%	
5th grade	Math	86%	86.67%	89%	

Reading	All students	Asian	Black	Hispanic	White	Disadvantaged	ELL	SWD	Math	All students	Asian	Black	Hispanic	White	Disadvantaged	ELL	SWD
26-27 Accreditation Goal	75	75	75	75	75	75	75	75	**26-27 Accreditation Goal**	70	70	70	70	70	70	70	70
23-24 Results	89%	100%	69%	95%	94%	87%	96%	69%	**23-24 Results**	94%	100%	82%	100%	98%	93%	100%	83%
24-25 Results	92%	100%	88%	100%	91%	88%	100%	74%	**24-25 Results**	92%	88%	87%	100%	93%	85%	91%	73%
25-26 Results	86%	100%	67%	87%	87%	84%	58%	53%	**25-26 Results**	85%	100%	71%	74%	92%	81%	50%	51%
26-27 Results									**26-27 Results**								

Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

After analyzing the 2025-2026 SOL data for reading and mathematics for grades K-5, Glen Cove will continue to focus on the daily implementation of both whole group and differentiated literacy instruction in alignment with expectations from the Virginia Literacy Act and the RCPS Literacy Plan K-5. During the 2025-2026 school year, Glen Cove teachers in grades K-5 received Science of Reading training/professional development to prepare them for the state requirements of the Science of Reading implementation. Science of Reading instruction will continue to be driven by data collected from the VALLSS assessment that is administered at a minimum twice a year as well as a variety of formal/informal assessments on phonetic principles being taught by ELA teachers. Science of Reading instruction will include multi-sensory activities. K-2 reading remediation instruction will be driven primarily by VALLSS data whereas students in grades 3-5 will be identified for remediation based on a variety of assessments including: Reading and Math SOL scores, VALLSS data, and DIBELS fluency assessment data. In addition, every grade level K-5 will integrate decodable texts to enhance phonetic instruction. Teachers will supplement writing instruction with various activities and updated rubrics. Glen Cove will follow the same model for math instruction with daily, leveled math groups that meet students where they are using a variety of strategies including hands-on materials, manipulatives, technology, spiral review opportunities, and "Reasoning Routines" (formerly "Number Talks") to further expand students' skills in the identified math content strands: Number and Number Sense, Computation and Estimation, Measurement and Geometry, Probability and Statistics, and Patterns, Functions, and Algebra. In-school and after school remediation will be utilized to provide targeted review and focus for children who need additional time, exposure, and/or practice with reading and math skills still developing. All staff members (general education teachers, special education teachers, Title I teacher, reading specialist, instructional assistants, and remedial staff) will be involved in the implementation of these efforts to close the gaps with learning across the curriculum.

Virginia Language and Literacy Screening System (VALLSS)

Grade	Fall 2024			Spring 2025			Fall 2025			Spring 2026			Fall 2026		
	High	Moderate	Low	High	Moderate	Low	High	Moderate	Low	High	Moderate	Low	High	Moderate	Low
Kindergarten	43%	31%	26%	35%	13%	52%	35%	37%	28%	34%	27%	39%			
1st grade	31%	26%	43%	11%	12%	77%	17%	34%	49%	26%	21%	53%			
2nd grade	35%	40%	25%	29%	11%	60%	25%	20%	55%	68%	24%	8%			

For the 2026-2027 school year, the VALLSS assessment will be given to all students in kindergarten, first grade, second grade, and identified students in third-fifth grade. The literacy remediation groups will focus on integrating the Science of Reading (SOR) strategies for phonics as well as high frequency words through multi-sensory experiences. In addition, Roanoke County Schools will provide supplemental decodable texts for each grade level to further support SOR techniques. During the 2026-2027 school year, Title I staff will be used to address the reading needs of students in grades K-5. VALLSS remediation will be conducted in grades K-3. Remediation staff members will work with students in grades K-5 during the regular school day.

Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

Component 2 §1114(b)(7)(A)(i):
Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

The following is a description of reform strategies in place at Glen Cove Elementary School.

Reform Strategies

Reform Strategies	Analysis	Summary
In-School Remediation	Students in grades K-5 receive additional small group or individualized instruction based on SOL scores or other assessment data collected in reading and/or math.	Students receive additional math and/or reading instruction in sessions held during the school day.
After School Remediation	Students in grades K-5 receive additional remedial support in reading and mathematics.	Students are recommended for additional remediation based on academic performance in reading and math.
VALLSS Remediation Groups	Students in grades K-3 receive additional small group or individual support based on VALLSS scores.	Students receive additional small group or individual reading/phonics instruction in sessions throughout the school day.
Title I Instruction	Title I staff will work in small group settings for reading and/or math (push- in or pull-out).	Glen Cove will be school-wide Title I for the 2026-2027 school year. Title I groups will be based on student academic needs.
Special Education Services	Students found eligible for Special Education services receive support and/or specialized instruction through an Individualized Education Plan (IEP)	Students receiving special education services are supported in the least restrictive environment possible.
English Language Learners Services	Students found eligible for ELL services receive support from an ELL teachers.	The English Language Learner program supports students whose primary home language is not English.

Software programs that support instructional standards and concepts.	Programs such as IXL, Lexia, Newsela, etc. are used to support classroom instruction in grades K-5 in subjects across the curriculum.	Computer based programs provide an interactive way of learning that supports classroom instruction with data reports to help drive instructional choices.
Science of Reading (SOR) strategies, trainings, resources, and techniques	A research based multi-sensory phonics technique for reading instruction.	Science of Reading instruction is direct, explicit, structured, sequential, and diagnostic. It provides a multi-sensory experience to facilitate reading, writing, and spelling instruction.
Roanoke County Literacy Plan	The Roanoke County Literacy Plan is used to guide instruction for grades K-5.	The Roanoke County Literacy Plan provides a framework for ELA (reading, writing, oral language instruction). It contains strategies, pacing, assessment timelines, and benchmarks, for student achievement. In addition, activities and strategies for whole-group and small group instruction are provided.
Sonday System	Sonday is a phonics program for grades 2-5 used as a Tier 3 intervention for special education students.	Sonday is a phonics intervention program emphasizing OG multisensory instruction.

Budget Implications:

The Title I materials will be used to purchase Language Arts materials which support Glen Cove's goal of improving student fluency and comprehension of fiction and non-fiction text and ultimately increasing overall SOL pass rate in reading grades 3-5. In addition, Title I funds will be used to support math instruction in grades K-5 with the purchase of manipulatives, technological resources, and other hands-on materials.

Benchmark/Evaluation:

At Glen Cove, data from multiple sources is gathered and analyzed closely to monitor progress and drive instruction. Data is taken from the SOLs, benchmark assessments, DIBELS fluency assessment, LETRS Word Study and Phonics Survey, VALLSS assessments, and RCPS writing rubrics. This analysis is conducted by individual teachers, grade level teams, SPED staff, and administrative personnel on a regular, ongoing basis. Results of the analysis are shared in grade level data meetings/PLCs and used to plan instruction for both remedial and enrichment needs.

Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

Assessments	Analysis	Summary
Kindergarten Assessment	Student progress is monitored using the checklist as a baseline for letter, sound, and number identification.	Data from the checklists provide more information for group formation and instructional decisions.
Virginia Kindergarten Readiness Program (VKRP)	VKRP is administered twice a year by the classroom teacher and provides deeper understanding of student behaviors in the classroom.	VKRP measures math, self-regulation, and social skills to complement the state's assessments of literacy skills using the VALLSS screening.
Math Benchmark Assessment	Students in grades 2-5 take division wide benchmark assessments twice per year (winter/spring).	Data from the math benchmark assessment is used in creating flexible remediation and enrichment groups and driving instructional choices for spiral review opportunities.
Reading Benchmark Assessment	Students in grades 2-5 take division wide benchmark assessments twice per year (winter/spring).	Data from the reading benchmark assessments will drive whole and small group instruction.
VALLSS	The VALLSS assessment will be administered to all K-2 and identified students in 3-5th grade at minimum twice a year.	Students not meeting the current grade level benchmark receive reading remediation in some format. Remediation will include Science of Reading multi-sensory activities/strategies.
Science of Reading Assessments	Students in grades K-2 and remediation students in grades K-5 are informally assessed on current and previous Science of Reading concepts.	Assessments are used to determine if there was mastery of the current Science of Reading concept as well as retention of other concepts.
WIDA	The WIDA assessment is a summative English proficiency assessment annually given to EL students K-5.	The WIDA assessment is used to ensure that schools are assisting EL students achieve English language proficiency.
IXL Diagnostic Assessment	IXL is a supplemental computer program used in grades K-5 for reading and math.	IXL's Real-Time Diagnostic is an adaptive assessment tool that provides accurate up-to-the-minute portraits of students in grades 2-5. By answering questions in the Real-Time Diagnostic, students can pinpoint their current levels of knowledge in math (overall and in specific strands)

RCPS Writing Rubrics	RCPS writing rubrics were developed to accurately measure specific strands of writing skills in the areas of thesis, organization and writing, detail and description, and usage/mechanics.	The rubrics are teacher administered and scored- given as writing prompts in K-2 and through whole class, small group, and individualized instruction throughout writing unit in 3-5.
Standards of Learning (SOL) Tests	Virginia SOL tests are administered in both reading and math grades 3-5. Will follow state guidelines for minimum scores required to demonstrate proficiency in the designated area.	Teachers utilize the Student Detail by Question (SDBQ) reports from the previous year to drive instructional choices for the current school year in an effort to improve skill acquisition in those identified areas.

Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

Component 3 §1114(b)(7)(ii):
Provide a description of schoolwide reform strategies that use methods and instructional strategies that 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.

Evidence: Scientifically based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

The following school-wide reform strategies and activities are used at Glen Cove to increase the amount and quality of learning time and help provide a well-rounded education.

Program/Activity/Event	Analysis	Summary
Communication Folder/email/app	A message folder and email/app is sent to parents to review student progress.	The folder provides regular, hardcopy means of communication between the school and home.
Parent Teacher Conferences	Parent/teacher conferences provide an opportunity for parents/guardians and Glen Cove staff to communicate regarding student progress.	Conferences may occur at any time during the year, including in-person, phone, or in a virtual form.
Student-Led Conferences	Student-led conferences provide an opportunity for students to share with parents their current progress using a portfolio presentation.	Student-led conferences are held during the year in person.
Kindergarten Get Acquainted	Parents/guardians of kindergarten students meet with school staff in late July before school starts.	Kindergarten screening provides both students and parents/guardians with information about the routines and expectations for that grade level. There's an opportunity to ask questions and voice concerns.

Open House/Meet the Teacher Night	Parents/guardians participate in sessions where they get to meet their child's general education teacher and other school staff.	Back to School night provides both students and parents/guardians with information about the routines and expectations for that grade level. There's an opportunity to ask questions and voice concerns.
Glen Cove Parent Teacher Association (PTA)	The PTA leads a variety of activities throughout the year.	PTA events involve the local community in fundraising for additional resources for the school. Other events, such as the PTA/Title I events provide an opportunity for community fellowship and learning.
Title I Parent Events	Title I events provide the school community with information regarding the Title I program at Glen Cove. There will be 3 parent involvement events.	Title I events are held 3 times a year. These events provide information regarding the Glen Cove school-wide program and ways families can support their child's learning at home.
Title I District Events	District Title I regional events are held two times during the school year.	Districtwide Title I regional events provide the community with information regarding the Roanoke County Title I program and resources available to Roanoke County students.
Title I Parent Committee	Each Title I school has a Title I committee that is comprised of parents and staff.	The Title I parent committee meets to review data and information about the Title I program at their child's school.
PBIS Recognition	Staff members recognize positive behavior of students exemplified by our Glen Cove PAWS Pledge: Personal Best, Act Responsibly, Work and Play Safely, Show Respect as part of the Positive Behavioral Interventions and Supports (PBIS) implementation.	Students demonstrating appropriate behavior are recognized throughout the year. Example: Student of the Month, Student Shout-Outs.

Budget Implications:

Title I Parent Involvement funds will be used to promote parent/guardian participation in the educational process and in general communication with the school. Parent involvement events will be held 3 times during the 2026-2027 school year.

Benchmark/Evaluation:

The effectiveness of the above strategies will be evaluated in the following ways:

Evaluation Method	Description
SOL assessments	SOL results in reading and math will be analyzed to determine areas of growth and need for improvement.
VALLSS assessment	VALLSS assessment results will be analyzed to determine the areas of growth and need for improvement in reading.
Surveys	Surveys will be taken at parent events. Results will be analyzed to gauge effectiveness of the activity/presentation, and to guide planning of future events.
Disciplinary Office Referrals/Synergy Data	The number of disciplinary office referrals will be calculated to establish a baseline for future comparison as part of the PBIS school-wide implementation. Each referral will be entered into the database for monitoring purposes and future program development.
Parent Participation	Attendance logs will be reviewed after each event to determine the number of parents who participate in activities or presentations at the school or regional level.
Title I Notebook	The Title I notebook will contain records (descriptions, examples of surveys, and attendance logs of parent events) to document involvement throughout the school year.

Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

Component 4 §1114(b)(7)(iii):
Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- 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);
- 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.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

The following reform strategies/activities address the needs of students at Glen Cove Elementary, especially those at risk of not meeting state academic standards for the 2026-2027 school year.

Glen Cove Elementary
Title I Schoolwide Plan 2026-2027

Reform Strategies and Programs for At-Risk Students

Strategy or Program	Description
Properly Licensed and Endorsed Staff	100% of the staff at Glen Cove is highly qualified according to current state and federal guidelines. School administration participates in recruitment and hiring of highly qualified staff through job fairs, panel interviews, and individual interviews.
Professional Development Activities	Professional development is on-going at the building and district level Glen Cove staff participate in curriculum-based trainings to ensure alignment with SOL standards.
Positive Behaviors Interventions and Supports (MTSS)	Glen Cove has actively participated in the implementation of MTSS. The MTSS core team will continue to facilitate learning opportunities for staff in an effort to recognize and promote students' positive behaviors in the school setting to achieve fidelity in tiers 1-3.
Book Vending Machine	In the front lobby of our school we have a book vending machine. Students can earn tokens to purchase a book by getting shoutouts for good behavior as outlined in the PBIS model. All students will have the opportunity to pick a book out during the school year.
School Counseling Program	Glen Cove has a full-time school counselor who supports students through individual, small group, and classroom instruction. The school counselor utilizes curriculums Character Strong and Expect Respect that covers social emotional topics throughout the year in classroom counseling lessons. The school counselor meets individuals as needed to monitor areas of concern, whether academic or behavioral. The counselor consults with teachers, administration, and parents on a regular basis to monitor the progress of students.
Preschool Program	Glen Cove offers a preschool program for students ages 2-5 years of age. Glen Cove currently has two preschool classes which serve special needs children, initiative students, and RCPS employees. The preschool program works closely with community programs such as local daycares and Head Start to meet the needs of every student.
Y-Splash Program	RCPS facilitates a program in which students in grade 2 participate in classroom lessons related to water/boating safety and attend swimming classes at the YMCA. These sessions are held during the school day and emphasize water safety.

Transition Visit to Middle School	Fifth grade students from Glen Cove visit Northside Middle School in the spring. During the visit, they tour the building and hear descriptions of the routines and expectations of middle school from current students and staff.
Transition SPED Meetings to Middle School	All 5th grade special education students attend a transition IEP meeting at the middle school with their parents and teachers to discuss their IEP for the upcoming 6th grade school year.
Transition preschool visit to kindergarten	Preschool students visit kindergarten classes, which include Encore classes to assist with the transition for the upcoming school year.

Budget Implications:

Title I Parent Involvement funds will be used to promote parent/guardian participation in the educational process and in general communication with the school. Parent involvement events will be held 3 times during the 2026-2027 school year.

Benchmark/Evaluation:

Evaluation Instrument	Description
Standards of Learning (SOL) Assessments	SOL results in reading and math will be analyzed to determine areas of growth and need for improvement.
School Surveys	Surveys will be taken at the end of each parent event. Results are analyzed to gauge the effectiveness of the activity/presentation, and to guide planning of additional events.
Title I District Survey	A district Title I parent survey will be given in the spring. Data taken from the survey will be used to determine the planning of future events/programs.