



**2022-2023 SCHOOL IMPROVEMENT PLAN**

**PLANS ARE DUE ON JUNE 15, 2022**



<b>NAME OF SCHOOL:</b> Barton Chapel Elementary
<b>PRINCIPAL:</b> LaQuanda Carpenter
<b>NAME OF DISTRICT:</b> Richmond County School System
<b>SUPERINTENDENT:</b> Dr. Kenneth Bradshaw
<input type="checkbox"/> Comprehensive Support and Intervention <input type="checkbox"/> CSI Alternative <input type="checkbox"/> Targeted Support and Intervention <input type="checkbox"/> Promise
<input type="checkbox"/> Schoolwide Title 1 School <input type="checkbox"/> Targeted Assistance Title 1 School <input type="checkbox"/> Non-Title 1 School

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

<b>SIGNATURES:</b>	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal <u>LaQuanda Carpenter</u>	Date <u>06/15/2022</u>
Federal Programs Director _____	Date _____

Revision Date: 9/10/22

Revision Date: \_\_\_\_\_

Revision Date: \_\_\_\_\_

## 2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Barton Chapel Elementary			
Principal:	LaQuanda Carpenter			
Date Last Revised:	06/16/22	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:
				Improve Content Mastery Improve Literacy Skills

Initiative 1-Literacy (SMART Goal):	By the end of the 2022-2023 school year, the number of students scoring on or above grade level in reading on the IReady EOY diagnostic assessment will increase by 20% as compared to the EOY I-Ready diagnostic assessment of Spring, 2022.			
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Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding
<p>What action steps will the school team implement to meet this goal?</p> <p>Training for waiver teachers to include professional learning conferences....</p> <p>Training for high impact teaching strategies, instructional coaching practices, and system-change strategies to improve student achievement by way of professional learning/training (Flexible Creativity, Dr. Dan Mulligan) will train teachers on high-impact instructional strategies. These strategies can be used for any content area.</p> <p>Coaching and support for first and second year teachers will be provided by NorthStar Educational Consultants.</p> <p>Intervention Paraprofessional (Teanisha Blair) will provide targeted reading/math support to fourth and fifth graders.</p>	<p>Insert link</p> <p><a href="http://www.ixl.com/research/impact-of-IXL-inBeaverton.pdf">http://www.ixl.com/research/impact-of-IXL-inBeaverton.pdf</a></p>	<p>Moderate</p> <p>Identify ESSA level Moderate, Promising, Written Rationale)</p>	<p>Principal</p> <p>Asst. Principal Instructional Spec.</p> <p>Teachers</p>	<p>Classroom observation data, lesson plans, student work samples as monitored by the Principal, Assistant Principal, and Instructional Specialist.</p> <p>Ready and GMAS scores will be analyzed to review impact</p> <p>Goal: 100% of teachers will participate in training sessions and will be monitored by school visits, walkthroughs, and other observations.</p>	<p>Ready and GMAS scores will be analyzed from 2021 v 2022.</p> <p>Goal: 5% of students will show growth on Ready diagnostics and GMAS.</p>	<p>May, 2023</p>	<p>District Support (Teaching and Learning)</p> <p>Professional Learning on the Reading Strategies book by Jennifer Serravallo</p> <p>Conferences</p>	<p>Title I Funding</p> <p>School Improvement Funding</p> <p>Training provided by Flexible Creativity (Dr. Dan Mulligan @ \$24,000.00)</p> <p>Intervention Para Salary: \$30,000.00</p> <p>WriteScore: \$2,982.00</p> <p>Training/Coaching Support provided by</p>

## 2022-2023 SCHOOL IMPROVEMENT PLAN

<p>Training on differentiated instruction for all teachers, including small groups</p> <p>a. Training on implementing intensive, systematic phonics instruction using Fundations (K-3) and Phonics for Reading (3-5) by way of professional learning and conferences.</p> <p>b. Monitor implementation by way of observations and analyzing data.</p>	<p><a href="http://www.generalonready.com/wp-content/uploads/2013/10/PD-WhitePaper.pdf">http://www.generalonready.com/wp-content/uploads/2013/10/PD-WhitePaper.pdf</a></p>	<p>Moderate</p>	<p>Principal, Assistant Principal, Instructional Specialist, Teachers, Paras</p>	<p>Monitoring of lesson plans, student progress reports, data trackers, IREADY growth checks and diagnostic reports</p> <p>Goal: 100% of ELA teachers will utilize Fundations and Phonics for Reading during required instructional segments.</p>	<p>Ready and GMAS scores will be analyzed from 2021 v 2022.</p> <p>Goal: 5% of students will demonstrate growth on i-Ready diagnostics and GMAS.</p>	<p>May, 2023</p>	<p>District Support (Teaching and Learning) /iReady  Language Live for Grade 5 Moby/Max IXL</p>	<p>NorthStar Educational Consultants  Title I Funding  School Improvement Funding  IXL: \$7,980.00 Language Live-grade 5: \$750.00 Moby Max: \$3,495.00</p>
<p>Training and monitoring of appropriate academic interventions, such as IReady reading, IXL, MOBY MAX, Language Live for grade 5 by way of professional learning/conferences.</p> <p>a. Teachers will analyze testing data and work samples under the supervision of the Principal, Asst. principal, and the Instructional Specialist</p> <p>b. Teachers will identify tiers of support for intervention in reading and writing.</p>	<p><a href="https://www.tandfonline.com/doi/abs/10.1080/00220671.2014.924470">https://www.tandfonline.com/doi/abs/10.1080/00220671.2014.924470</a></p>	<p>Moderate</p>	<p>Principal, Assistant Principal, Instructional Specialist, Teachers, Paras</p>	<p>Monitoring of lesson plans, student progress reports, data trackers, IREADY growth checks and diagnostic reports</p> <p>Goal: 100% of teachers will implement the RTI process for every student that is two or more grade levels behind.</p>	<p>Ready and GMAS scores will be analyzed from 2021 v 2022.</p> <p>Goal: 5% of reduce will not require tier 2 or tier 3 interventions.</p>	<p>May, 2023</p>	<p>District Support (Teaching and Learning)  Professional Learning on the Reading Strategies book by Jennifer Serravallo  Student Conferences</p>	<p>Title I Funding  School Improvement Funding  IXL: \$7980.00 Language Live, grade: \$750.00 Moby Max: \$3,495.00</p>
<p>Utilize writing notebooks and Write Score to support writing instruction and teach students the writing process in grades 3-5.</p>	<p><a href="https://files.eric.ed.gov/fulltext/ED537566.pdf">https://files.eric.ed.gov/fulltext/ED537566.pdf</a></p>	<p>Strong</p>	<p>Principal, Assistant Principal, Instructional Coach, Teachers, Paras</p>	<p>Student work samples, lesson plans, IREADY growth check and diagnostic reports</p> <p>Goal: 100% of ELA teachers will Utilize writing notebooks and write score and they will be monitored by school visits, walkthroughs, and other observations.</p>	<p>Ready and GMAS scores will be analyzed from 2021 v 2022</p> <p>Goal: 5% of students will increase writing scores on GMAS and CMA.</p>	<p>May, 2023</p>	<p>Composition notebooks, WriteScore writing program</p>	<p>Title I WriteScore: \$2,982.00</p>

## 2022-2023 SCHOOL IMPROVEMENT PLAN

<p>Training on differentiated instruction for all teachers, including small groups.</p> <p>a. Training on implementing intensive, systematic phonics instruction using Fundations (K-3) and Phonics for Reading (3-5)... by way of professional learning/conferences.</p> <p>b. Monitor implementation by way of observations and analyzing data.</p>	<p><a href="http://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf">http://www.generationready.com/wp-content/uploads/2013/10/PD-White-Paper.pdf</a></p>	<p>Moderate</p>	<p>Principal, Assistant Principal, Instructional Coach, Teachers, Paras</p>	<p>Unit trackers, student work samples, lesson plans</p> <p>Goal: 100% will how differentiation in their lesson plans including but not limited to small geoups.</p>	<p>I-Ready and GMAAS scores will be analyzed from 2021 v 2022.</p> <p>Goal: 5% of students will demonstrate growth on CMAAS, I-Ready diagnostics and GMAAS.</p>	<p>May, 2023</p>	<p>District support (Teaching and Learning) Fundations kits for grades K-2 Phonics for Reading books</p>	<p>Title I Funding School Improvement Funding</p>
<p>Training and monitoring of appropriate academic interventions, such as I-Ready reading, IXL, Moby Max, Language Live for grade 5 by way of professional learning/conferences.</p> <p>a. Teachers will analyze testing data and work samples under the supervision of the Principal, Assistant Principal, and the Instructional Specialist</p> <p>b. Teachers will identify tiers of support for intervention in reading and writing</p>	<p><a href="https://www.tandfonline.com/doi/abs/10.1080/00220671.2014.924470">https://www.tandfonline.com/doi/abs/10.1080/00220671.2014.924470</a></p>	<p>Moderate</p>	<p>Principal, Assistant Principal, Instructional Coach, Teachers, Paras</p>	<p>Lesson plans, student progress reports, data trackers, I-Ready growth checks &amp; diagnostic reports</p> <p>Goal: 100% of teachers will implement the RTI process for every student that is two or more grade levels behind.</p>	<p>I-Ready and GMAAS scores will be analyzed from 2021 v 2022.</p> <p>I-READY DATA will be compared: BOY-MOY-EOY</p> <p>Goal: 5% of reduce will not require tier 2 or tier 3 interventions.</p>	<p>May, 2023</p>	<p>District Support (Teaching and Learning) I-Ready Language Live for Grade 5 Moby Max IXL</p>	<p>Title I funding School Improvement Funding IXL: \$7,980.00 Language Live-grade 5: \$750.00 Moby Max: \$3,495.00</p>



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School:		Barton Chapel Elementary							
Principal:		LaQuanda Carpenter							
Date Last Revised:		06/16/22		Strategy Map Goal Area:		Student Achievement and Success		Strategy Map Performance Objective:	
Initiative 2-Math (SMART E Goal):		By the end of the 2022-2023 school year, the number of students scoring on or above grade level in math on the IReady EOY diagnostic assessment will increase by 20%.							
Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding	
<p>What action steps will the school team implement to meet this goal?</p> <p>Utilize technology to support daily math instruction and improve math content knowledge</p> <p>A. IReady Math B. First in Math C. IXL D. Moby Max E. DreamBox</p>	<p>Insert link</p> <p><a href="https://ies.ed.gov/ncee/mwec/">https://ies.ed.gov/ncee/mwec/</a></p>	<p>Identify ESSA level (Moderate, Promising, Written Rationale)</p>	<p>Who is responsible for monitoring the implementation of the action step.</p> <p>Instructional Specialist, Teachers, IReady Support Staff</p>	<p>What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?</p> <p>Students progress reports from online instruction, IReady growth checks, IReady diagnostic reports, First in Math data reports</p> <p>Goal: 100% of students will have appropriate number of class utilization minutes on each technology program which will be monitored by class</p>	<p>What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?</p> <p>Students progress reports from online instruction, IReady growth checks, IReady diagnostic reports, First in Math data reports, GMAS results</p> <p>Goal: 5% of students will demonstrate growth on CMAS, I-Ready diagnostics and GMAS.</p>	<p>May, 2023</p>	<p>IReady First in Math IXL Moby Max: \$3,495.00 DreamBox: \$5,000.00</p>	<p>Identify funding source and estimated cost.</p> <p>Title I/School Improvement Funding</p>	

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Engage students in daily Number Talks and encourage math discourse to assist students with learning how to justify their thinking	<a href="https://elemath.hallcountycolorado.org/web/wp-content/uploads/2014/05/Number-talks-article-by-sherry-parrish.pdf">https://elemath.hallcountycolorado.org/web/wp-content/uploads/2014/05/Number-talks-article-by-sherry-parrish.pdf</a>	Strong	Teachers	<p>Participation Log:</p> <p>Lesson plans, observations, Students progress reports from online instruction, iReady growth checks, iReady diagnostic reports, First in Math data reports</p>	<p>Students progress reports from online instruction, iReady growth checks, iReady diagnostic reports, First in Math data reports, <b>GMAS results</b></p>	May, 2023	Number Talks Books	Title I/School Improvement Funding
Training and monitoring of appropriate academic interventions, such as I-Ready math, iXL, Mobly Max, by way of professional learning/conferences.	<p><a href="#">WWC   Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools (ed.gov)</a></p>	Strong	Principal, Assistant Principal, Instructional Specialist	<p><b>Goal: 100% of math teachers will incorporate Number Talks in daily math lessons which will be monitored by lesson plans and walk throughs, and observations.</b></p> <p>Lesson plans, observations, Students progress reports from online instruction, iReady growth checks, iReady diagnostic reports, First in Math data reports</p>	<p>Students progress reports from online instruction, iReady growth checks, iReady diagnostic reports, First in Math data reports, <b>GMAS results</b></p>	May, 2023	Binders Dividers Sheet Protectors link for data analysis and reports	Title I/School Improvement Funding
<p>a. Teachers will identify tiers of support for intervention in math</p> <p>b. Teachers will implement data-driven small group math instruction.</p>	<p><a href="#">WWC   Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools (ed.gov)</a></p>	Strong	Principal, Assistant Principal, Instructional Specialist	<p><b>Goal: 100% of teachers will implement the RTI process for every student that is two or more grade levels behind.</b></p> <p>Lesson plans, observations, Students progress reports from online instruction, iReady</p>	<p>Students progress reports from online instruction, iReady growth checks, iReady diagnostic</p>	May, 2023	Composition notebooks	Title I/School Improvement Funding
Implement daily problem solving with constructive responses using the ROPES Strategy	<a href="https://thepeakperformancecenter.com/educational-learning/teaching-training/principles-">https://thepeakperformancecenter.com/educational-learning/teaching-training/principles-</a>	Strong	Principal, Assistant Principal, Instructional Specialist	Lesson plans, observations, Students progress reports from online instruction, iReady	Students progress reports from online instruction, iReady growth checks, iReady diagnostic	May, 2023	Composition notebooks	Title I/School Improvement Funding

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	of- instruction/ropes- model/			<p>growth checks, iReady diagnostic reports, First in Math data reports</p> <p>Goal: 100% of math teachers will implement problem solving in daily lesson using ROPEs Strategy in lesson plan and will be observed in lesson plan, walk throughs, and observations.</p>	<p>reports, First in Math data reports, GMAS results</p> <p>Goal: 5% of students will increase scores on CMAs, iReady diagnostics, and GMAS.</p>			
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## 2022-2023 SCHOOL IMPROVEMENT PLAN

School:		Barton Chapel Elementary									
Principal:		LaQuanda Carpenter									
Date Last Revised:		6/16/22		Strategy Map Goal Area:		Culture and Climate		Strategy Map Performance Objective:		Ensure a Positive Learning and Working Environment	
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):		During the 2022-2023 school year, BCES will decrease the number of discipline incidences by 10% from 45 incidences to 40 incidences by using professional and school counseling, therapy services, PBIS model, motivational practices, and social emotional learning activities.									
Evidence-Based Action Steps		Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding		
What action steps will the school team implement to meet this goal?		Insert link	Identify ESSA level (Moderate, Promising, Written Rationale)	Who is responsible for monitoring the implementation of the action step.	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?	What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?	What is the intended date of completion of this action step?	What resources/materials are needed (include Professional Learning Needed)?	Identify funding source and estimated cost.		
The school will hire a licensed therapist to provide Mental Health Therapy to the students of Barton Chapel Elementary		<a href="https://www.washingtonpost.com/news/parenting/wp/2017/01/06/we-need-to-provide-better-mental-health-treatment-in-schools-heres-how-to-start/">https://www.washingtonpost.com/news/parenting/wp/2017/01/06/we-need-to-provide-better-mental-health-treatment-in-schools-heres-how-to-start/</a>	Strong	Administration School Counselor Behavior Specialist	Decrease in discipline referrals, decrease in students displaying a need for mental health services Goal: 5% of the students receiving mental health services will show an increase in Social Emotional areas on Panorama survey.	Goal: Discipline incidents will decrease by 10%.	May, 2023	Licensed therapist	Title 1 \$13,000.00		
Implement Positive Behavioral Interventions and Supports		<a href="https://www.pbis.org/">https://www.pbis.org/</a>	Moderate	PBIS Team All Staff	Decrease in discipline referrals Decrease in students	Decrease in discipline referrals Decrease in students	May, 2023	Class Dojo system; BEEP Parties (food, treats, games, and	Title I Funds		



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			Behavior Specialist	displaying a need for mental health services Track number of participants in celebrations Goal: Increase the celebration participants by 5% each month.	displaying a need for mental health services Panorama Data Goal: Discipline incidents will decrease by 5%.	May, 2023	karaoke machine for BEEP parties)	Title I Funds
School climate team will meet monthly to discuss students with 3 or more disciplinary referrals and out of school suspensions	<a href="https://www.pbis.org/">https://www.pbis.org/</a> <a href="http://www.rtinetwork.org/learn/what/whatisrti">http://www.rtinetwork.org/learn/what/whatisrti</a>	Moderate	School Climate Team PBIS team All staff Behavior Specialist	Decrease in discipline referrals Decrease in students displaying a need for mental health services RTI Data Goal: 100% of students with 3 or more disciplinary referrals will be placed in the RTI process and monitored by school climate team and PBIS team.	Decrease in discipline referrals Decrease in students displaying a need for mental health services RTI Data Goal: The number of students with 3 or more disciplinary referrals will decrease by 5%			
Students with reoccurring behaviors will be referred to the behavioral coach	RTI Behavior Interventions and Support   RTI Action Network	Strong	School Climate Team Behavior Specialist PBIS Team	Decrease in discipline referrals Decrease in students displaying a need for mental health services Goal: Decrease the number of students needing services from the behavior coach by 5%.	Decrease in discipline referrals, decrease in students displaying a need for mental health services Goal: : Decrease the number of students needing services from the behavior coach by 5%.	May, 2023	Games and incentives/rewards, TV monitors, electronic games	Title I Funding

## 2022-2023 SCHOOL IMPROVEMENT PLAN

TAA (Teacher's As Advisors)/Sanford Harmony	https://www.harmonysel.org/	Strong	Administration School Counselor Teachers	Students will build positive relationships in the classroom and strengthen understanding and communication between students in order to minimize future conflicts. Administrator Observations Calendar of Schoolwide SEL lessons	Decrease in discipline referrals Decrease in students displaying a need for mental health services Goal: 5% of students will increase in SEL component of Panorama.	May, 2023	SEL activities provided online (link is provided)	Title I Funding/District Support
The staff will hear from "All American Speakers" Keith L. Brown aka "Mr. I'm Possible," for the purpose of motivation, engagement, and finding the "teacher heart and purpose." There will be a series of sessions for the staff to engage in this type of work with Mr. Brown.			Administration Classroom Teachers School Counselor Instructional Specialist	Discipline Records Discipline Referral RTI Data Mental Health Referrals Goal: 100% of teachers will utilize motivational strategies to increase student engagement and decrease behavior incidents which will be observed through walk throughs, observations, and number of behavior incidents	Discipline Records Discipline Referrals RTI Data Panorama Goal: The number of students with discipline referrals will decrease by 10% The number of students needing mental health services will decrease by 10%.	May, 2023	Award-winning motivational speaker	Title I Funding \$6,000.00

## 2022-2023 SCHOOL IMPROVEMENT PLAN

Georgia Milestones Performance Measures (with unit of measure)	Baseline	Actuals	Target Year 1	Actuals Year 1	Target Year 2	Actuals Year 2	Target Year 3	Actuals Year 3
	2021-2022	2021-2022	2022-2023	2022-2023	2022-2023	2023-2024	2024-2025	2024-2025
Increase the percentage of students reading on grade level by Grade 3 (proficient or above on the Grade 3 GA Milestones ELA EOG)	23%	2%	7%					
Increase the percentage of students scoring Proficient or above on the Grade 4 GA Milestones assessment	19%	19%	24%					
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	10%	23%	28%					
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	10%	10%	15%					
Increase the CCRPI Score to meet or exceed the current CCRPI score	60%							

## 2022-2023 SCHOOL IMPROVEMENT PLAN

### Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
1.2	Instructional strategies for reading and math to increase student achievement -Number Talks -ROPEs Strategy	August, 2022- May, 2023	Title I	CSRA RESA Instructional Specialist RCSS Teaching & Learning Department	Focus Walks Classroom Observations	Sign In Sheets Classroom Walkthrough Observation Data Lesson Plan Assessment Data TIKES data
1.2	Implementing technology; Canvas and other LMS to improve student engagement.	August, 2022- May, 2023	Title I	Instructional Specialist	Focus Walks Classroom Observations	Sign In Sheets Observation Data Lesson Plans TIKES data
3	Provide schoolwide PBIS training and classroom management training to targeted teachers	August, 2022- May, 2023	District Support Title I	Principal Assistant Principal PBIS Coach School Counselor	Focus Walks	Classroom Walkthrough Observation data Attendance and Discipline reports
1.2,3	Response to Intervention (MTSS)	August, 2022- May, 2023	District Support Title I	RTI Coordinator School Psychologist	RTI Process	Classroom walkthrough observation data Attendance and discipline reports
1.2	RCSS Instructional Expectations- Provide training to all teachers on RCSS Instructional Expectations	August, 2022- May, 2023	RCSS Instructional Expectations	Instructional Specialist	Focus Walks Classroom Observations	Daily classroom schedules Classroom walkthrough observation data Lesson Plans
1.2	New/Waiver Teacher Induction- Provide training for all new teachers on RCSS Curriculum, lesson planning, and classroom management	August, 2022- May, 2023	Title I Consultant-Northstar	Instructional Specialist Grade-Level Chairs SMART Mentors Principal Assistant Principal	Focus Walks Classroom Observations Mentor Meetings	Classroom walkthrough observation data

All professional learning opportunities must be submitted by completing the RCSS PL Proposal (<https://www.rcboe.org/Domain/18276>) and approved by the Teaching and Learning Department prior to conducting session. If funding is required, please collaborate with assigned federal program specialist.



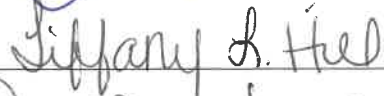
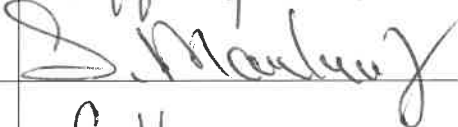


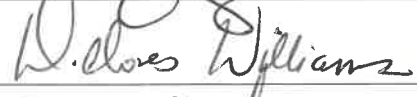




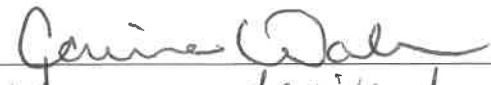



## 2021-2022 SCHOOL IMPROVEMENT PLAN

School Name: BARTON CHAPEL

Date: 9/6/22

### Planning Committee Members

Name	Position/Role	Signature
LaQuanda Carpenter	Principal	
Jessica Harris	Assistant Principal	
Tiffany Hill	Teacher	
Tawanda Marbury	Teacher	
Cassandra Heggs	Teacher	
Rita Vasquez	Teacher	
Delores Williams	Teacher	
Christina Long	Teacher	
Patricia Glass	Teacher	
Indice Braen	<del>Family Facilitator</del> Counselor	
Kiara Parker	Teacher	
Corinna Walker	Instructional Parent Coach	
Tabitha Mikel	Parent	
	EL Parent (if applicable)	
	Student (9 <sup>th</sup> -10 <sup>th</sup> ) required	
	Student (11 <sup>th</sup> -12 <sup>th</sup> ) required	

Note\*\* All parents are invited and more students are encouraged to participate in the schoolwide planning process.

# Title I Schoolwide Program



**1. Comprehensive Needs Assessment – Section 1114(b)(6)**

The Schoolwide Plan 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. Please enter the completion date for this year’s Comprehensive Needs Assessment.

June, 2022

**2. Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)(I-V)**

Address the reform strategies the school will implement to meet the school needs:

- a) Describe how such strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

Economically Disadvantage:	Each effort and strategy are being put in place to help all students learn more effectively. Our students who have been classified as economically disadvantaged will have multiple levels of instructional and psychologically support from our teachers and support staff, which will include, but are not limited to small group instructional efforts, small group counseling, and mental health support, as well as a variety of instructional resources and instructional strategies. Additionally, efforts will be made to ensure that all students have proper attire and adequate food services.
ESOL:	Each effort and strategy will be put in place in an effort to help students who are mastering the language of English. With the help of the ESOL teacher/department, the SPED teachers/department, and the grade level teachers will devote attention to helping our second language learners not only master the language, but also master phonics and numeracy skills.
Race/Ethnicity/Minority:	Each effort and strategy is being put in place to help all students learn more effectively. Our students who have been classified as a part of a group that identifies as a racial or ethnic minority will have multiple levels of instructional and psychological support from the teachers and support staff, which will include, but are not limited to small group counseling and mental health support, and a variety of instructional resources and instructional strategies. Additionally, efforts will be made to ensure that all students have proper attire and adequate food services.  Additional efforts will also be made to ensure that our students who identify as a racial or ethnic minority have opportunities to celebrate culture and traditions that are important to them and their families. Efforts will be made to teach the historical events that have affected their culture and race and those events that continue to impact their lives in modern day society.
Students with Disabilities:	Additional staffing will be added to the instructional team in an effort to respond to the increased number of students with disabilities. The population of students with intellectual disabilities has grown and adding additional staff will help with responding to the increased demands of the

# Title I Schoolwide Program

	students with disabilities program.
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- b) Describe how such strategies will 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;

Similar class sizes and focused instruction within the content areas will strengthen students' understanding of content and skills. Whole class, small group, and individual interventions will be provided to students in an effort to strengthen math and language skill development, usage, and understanding. Instruction will focus on problem-based learning and solving real-world problems that may occur outside of the classroom. Behavioral and academic interventionists will work closely with students and teachers to provide increased and enhanced support for students. Students and staff will participate in regular brain breaks and wellness checks in an effort to complete status checks of the overall health and wellness for staff and students.

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

Mentoring and guiding behavioral intervention support will be provided to the school's most challenging students. A licensed therapist will also provide therapy sessions for a total of eighty hours each week with students who are displaying signs of mental health trauma/concerns. Additionally, as students have new experiences of trauma they will move to the "priority" list for the mental team and therapist. The behavioral therapist will also provide weekly and bi-weekly support to the students who have displayed the most challenging behaviors.

- ii. 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
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- iii. 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.);

Mentoring and guiding behavioral intervention support will be provided to the school's most challenging students. A licensed therapist will also provide therapy sessions for a total of eight hours each week to the students who are displaying signs of mental health concerns. Additionally, as students have new experiences of trauma they will move to the "priority" list for the mental health team and therapist. The behavioral therapist will also provide weekly and bi-weekly support to the

# Title I Schoolwide Program

students who have displayed the most challenging behaviors.

The PBIS program will also be implemented school-wide as a strategy to compliment students who meet behavioral expectations.

- iv. 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;

The instructional staff at Barton Chapel Elementary will engage in professional learning in areas of need based on data and the needs of the school. Data from assessments and observations will also be used to provide support to teachers in an effort to enhance instruction. Teachers will also participate in district-based training on Canvas and other learning management systems to increase knowledge and utilization of online learning tools to engage students in learning.

Teachers and paraprofessionals will also participate in training facilitated by Flexible Creativity, Inc. (Dr. Dan Mulligan) who will provide a series of training sessions on high-yield and research-based instructional strategies.

First and second year teachers will receive coaching support from Northstar, Inc. (Dr. Tova Davis) who will facilitate a variety of observations with feedback and coaching support during the course of the school year.

- v. strategies for assisting preschool children in the transition from early childhood education, from elementary childhood to middle school, and from middle school to high school.

The PreK staff will coordinate and consult with the daycares in the area that services our students in an effort tot build relationships and provide effective transition opportunities for rising early learners.

### 3. Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26

- a.) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. How will you monitor the implementation of the School Improvement Plan? In addition to the State's annual assessments, what other indicators will you use to measure academic achievement?

The leadership team will monitor the work of the school improvement plan monthly. Data from state assessments, student work, I-READY assessments, classroom observations, and conversations with staff and students will be used as a part of the monitoring process.

- b.) Review the previous year's School Improvement Plan. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.



# Title I Schoolwide Program



c.) Describe how the Schoolwide plan will be revised, as necessary, based on the regular monitoring to ensure continuous improvement of students in the schoolwide program.

The school improvement plan will be reviewed monthly by the school's leadership team as well as through the planning and implementation of the 90 day action plan/Impact checks that will occur as well.

#### 4. ESSA Requirements to include in your Schoolwide Plan - Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Please enter the revision date for the Parent and Family Engagement Policy.

June, 2022-July, 2023

#### 5. Schoolwide Plan Development – Section 1114(b)(1-5)

a.) The Schoolwide Plan 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 the section. Please enter your initials to acknowledge this statement.

b.) The Schoolwide Plan 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, 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  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. Please enter your initials to acknowledge the  ment.

Documentation of the involvement of all stakeholders has been submitted to Federal Programs ( sign-in, agenda, feedback, minutes

c.) The Schoolwide Plan 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. Please enter your initials to acknowledge this statement.

d.) The Schoolwide Plan is available to the local education agency, parents, and the public, and the

# Title I Schoolwide Program

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. How is the School Improvement Plan made available?

The school improvement plan will be posted on the school's website- upon approval. The school improvement plan will be shared with each staff member. A printed copy will be housed in the front office in the event a stakeholder requests the document.

- e.) The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, 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), if appropriate and applicable.

Funding Source:	How funds will be used
<b>Federal Funds: Title I Funds</b> <b>Include any Title I paid employee and everything you plan on purchasing this year.</b>	Tenisha Blair-Paraprofessional: \$30,000.00 Language Live-\$750.00 MobyMax-\$3,495.00 IXL: \$7,980.00 Mental Health Therapist: \$13,000.00 NorthStar Training (Consulting): \$7,500.00 Flexible Creativity Training: \$24,000.00 WriteScore: \$2,982.97 DreamBox: \$5,000.00 Mr. Keith L. Brown: \$6,000.00
State Funds:	
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	
Local Professional Learning Funds	
Grants	

### Funding Source and Resources provided:

- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

## Written Rationale (Dependent on ESSA Evidence Level)

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification.

ESSA recognizes four levels of evidence:

1. **Strong:** evidence from at least 1 well-designed and well-implemented experimental study
2. **Moderate:** evidence from at least 1 well-designed and well-implemented quasi-experimental study
3. **Promising:** evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.
4. **Written Rationale:** evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.

The following links can be utilized for evidence:

<http://www.bestevidence.org/search.cfm>

<https://ies.ed.gov/ncee/wwc/>

<https://evidenceforessa.org>

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

Rationale #1	
<b>Initiative:</b>	Motivational speaker for staff and students provided by Mr. Keith L. Brown aka "Mr. I'm Possible" for the purpose of helping staff find their "teacher purpose/heart." Mr. Brown will also work with staff and students throughout the school year for a series of sessions that will focus on motivation, engagement, and finding purpose.
<b>Action Step:</b>	Mr Brown will speak to the staff during pre-planning and will return and work with staff and students throughout the school year for a series of sessions.

## 2021-2022 SCHOOL IMPROVEMENT PLAN

<p><b>Current Research to Support this Action Step</b></p>	<p>Known nationally and globally as “Mr. I’m Possible,” Presidential Lifetime Achievement Award winner Keith L. Brown overcame the systematic labels of “special education” and “at-risk” to become one of the most sought-after speakers of our time. He is a world class speaker that travels the globe motivating and engaging educators and students about “finding purpose,” and the true heart of teaching. Mr. Brown empowers hundreds of thousands annually in schools, colleges, and universities, family advocacy agencies, government agencies, faith-based institutions, and the entertainment industry. A frequent guest on I-Heart Sirius Radio One and other media outlets, etc... he takes the masses from “impossible” to “I’m Possible” Keithbrown.com <a href="http://www.allamericanspeakers.com">www.allamericanspeakers.com</a> AEA Speakers Association International Speakers Network Presidential Lifetime Achievement Award Winner</p>		
<p><b>Expected Results</b></p>	<p>A “mindset” shift to help staff operate at a maximum level of persistence, purpose, and engagement. The goal is for staff to walk away from this experience and be able to daily implement the school and district’s mission and vision statement to the highest level.</p>		
<p><b>How will Success be Measured?</b></p>	<p>Improvement of staff relationships (staff collaboration and cohesiveness), improvement of staff and student relationships, and an expanded and heightened culture of “caring.” A decrease in student discipline referrals. An increase of student attendance.</p>		
<p><b>Data Points</b></p>	<p>Beginning of Year 2021-2022 discipline data 2021-2022 student attendance data</p>	<p><b>Goal</b> Reduce the # of discipline incidents (97) by 10% Increase student attendance by 10% from 2021-2022SY (216 students were absent fewer than 10%)</p>	<p><b>Actual</b></p>
<p><b>Status Checkpoint Dates:</b></p>	<p>Monthly virtual meetings and a series of face-to-face sessions during the 2022-2023 school year</p>		



## 2021-2022 SCHOOL IMPROVEMENT PLAN

<b>End-of-Year Results and Reflection</b>	Decrease of staff being out due to illness and fatigue, increase staff motivation and engagement, increase of student engagement and motivation, improved teacher/staff relationships, school culture and climate survey data will be analyzed in an effort to understand results and effectiveness.
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## 2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #2						
<b>Initiative:</b>						
<b>Action Step:</b>						
<b>Current Research to Support this Action Step</b>						
<b>Expected Results</b>						
<b>How will Success be Measured?</b>						
<b>Data Points</b>	Beginning of Year		Goal		Actual	
<b>Status Checkpoint Dates:</b>						
<b>End-of-Year Results and Reflection</b>						

# 2021-2022 SCHOOL IMPROVEMENT PLAN

## Rationale #3

<b>Initiative:</b>	
<b>Action Step:</b>	

<b>Current Research to Support this Action Step</b>					
<b>Expected Results</b>					
<b>How will Success be Measured?</b>					
<b>Data Points</b>					
<b>Status Checkpoint Dates:</b>	Beginning of Year	Goal	Actual		
<b>End-of-Year Results and Reflection</b>					