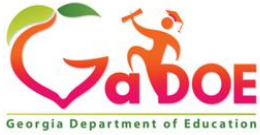


2021-2022 SCHOOL IMPROVEMENT PLAN



DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

NAME OF SCHOOL: Barton Chapel Elementary
PRINCIPAL: Dr. LaQuanda Carpenter

NAME OF DISTRICT: Richmond County School System

SUPERINTENDENT: Dr. Kenneth Bradshaw

☐ Comprehensive Support and Intervention ☐ CSI Alternative ☐ Targeted Support and Intervention ☐ Promise

☐ Schoolwide Title 1 School ☐ Targeted Assistance Title 1 School ☐ Non-Title 1 School

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

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date 06/30/2021

Federal Programs Director _____ Date _____

Revision Date: 06/30/2021 Revision Date: _____ Revision Date: _____

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Barton Chapel Elementary				
Principal:	Dr. LaQuanda Carpenter				
Date Last Revised:	June 22, 2021	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve Early Literacy Skills

Initiative 1-Literacy (SMART Goal):	By the end of the 2021-2022 school year, the number of students scoring on or above grade level in reading on the I-Ready EOY diagnostic assessment will increase by 5% through the utilization of intervention, computer-based learning, and hands-on learning experiences.
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Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Provide focused standards-based instruction and research-based strategies to ensure integration of literacy and writing strategies that develop deep understanding of science and social studies content knowledge. A. Provide classrooms with science and social studies resources such as leveled reading materials and hands-on learning kits and professional learning as needed.	https://ies.ed.gov/ncee/wwc/	Strong	Instructional Specialist (Corinna Walker) All Teachers	Lesson plans, student work samples	August 2021 - May 2022	Reading Strategies book by Jennifer Serravallo Writing Strategies book by Jennifer Serravallo Reader's Notebooks (Grades 2-5) \$800 Chart paper and markers for anchor charts Post-it notes Hands-on resources for Science	Title I Reading Strategies and Writing Strategies books were provided by the district.
Provide all students in K-3 with intensive systematic phonics instruction using Foundations and professional learning as needed.	https://ies.ed.gov/ncee/wwc/Intervention/1287	Strong	Instructional Specialist (Corinna Walker), & Teachers	Unit Trackers, student work samples, lesson plans	August 2021 – May 2022	Foundations Kits	District funds

2021-2022 SCHOOL IMPROVEMENT PLAN

<p>Utilize technology to support daily reading instruction and build mastery with reading standards.</p> <p>A. I-Ready Reading</p> <p>B. IXL</p> <p>C. Language Live: Grade 5</p> <p>D. Moby Max</p>	https://www.ixl.com/research/impact-of-IXL-in-Beaverton.pdf	Strong	Instructional Specialist (Corinna Walker) & Teachers, I-Ready Support Staff	Lesson plans, Student progress reports from online instruction, I-Ready growth checks, I-Ready diagnostic reports	September 2021-May 2022	I-Ready IXL Language Live: Grade 5 Moby Max	<p>Title I IXL - \$7,980.00</p> <p>Language Live: Grade 5 \$750.00</p> <p>Moby Max - \$3,495.00</p>
<p>Implement data-driven small group reading instruction.</p> <p>A. Provide classroom resources to support small group instruction (classroom libraries, instructional materials, games, one-to-one digital learning devices, online instructional programs, cross-content readers)</p> <p>B. Identify tiers of support for intervention in reading.</p>	https://www.evidenceforessa.org/programs/reading/elementary/journeys	Strong	Instructional Specialist (Corinna Walker) & All K-5 Teachers	Lesson plans Classroom observations Data sheets	September 2021-May 2022	<p>Books for classroom Libraries</p> <p>Post-it chart paper</p> <p>Chart markers</p> <p>Laptops</p> <p>iPads</p> <p>Reading games</p> <p>Highlighters</p> <p>Sheet protectors for reading games</p>	N/A
<p>Teachers will analyze the reading data, as well as create and maintain a classroom data notebook that can be used to discuss student growth and support the improvement of instructional practices in reading.</p>	https://www.prnewswire.com/news-releases/new-es-curriculum-associates-i-ready-meets-every-student-succeeds-act-essa-federal-funding-requirements	Strong	Instructional Specialist (Corinna Walker), & Teachers	Data Notebooks	September 2021-May 2022	<p>Ink for data analysis and data reports</p> <p>3" Binders</p> <p>Dividers</p>	N/A

2021-2022 SCHOOL IMPROVEMENT PLAN

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2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Barton Chapel Elementary							
Principal:	Dr. LaQuanda Carpenter							
Date Last Revised:		Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:		Improve Early Numeracy Skills		
Initiative 2-Math (SMART Goal):	By the end of the 2021-2022 school year, the number of students scoring on or above grade level in math on the I-Ready EOY diagnostic assessment will increase by 5% through the utilization of intervention, computer-based learning, and hands-on learning experiences.							
Evidence-Based Action Steps		Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Utilize technology to support daily math instruction and build mastery with the math standards. A. I-Ready Math-Students will complete at least 45 minutes of I-Ready instruction in I-Ready Math. B. First in Math- Students will complete at least 45 minutes a week to improve basic fact fluency and numeracy skills. C. IXL D. Learning Farm E. Moby Max		https://ies.ed.gov/ncee/wwc/	Strong	Instructional Specialist (Corinna Walker), Teachers, I-Ready Support Staff	Student progress reports from online instruction, I-Ready growth checks, I-Ready diagnostic reports First in Math data reports	August 2021 - May 2022	I-Ready First in Math IXL Learning Farm Moby Max	Title I IXL - \$7,980.00 Learning Farm - \$1,699.00 Moby Max - \$3,495.00
Engage students in daily Number Talks and encourage math discourse to assist students with learning how to justify their thinking.		https://elemath.hallco.org/web/wp-content/uploads/2014/05/Number-Talks-Article-by-Sherry-Parrish.pdf	Strong	Teachers	Lesson plans, observations, curriculum	August 2021-May 2022	Number Talks book	Title I Number Talks books were provided by the district.
Implement data-driven small group math instruction. A. Provide classroom resources to support small group instruction (classroom libraries, instructional materials, games, one-to-one digital learning		https://www.ilearn.com/main/res	Strong	Principal (L. Carpenter) Asst.	Lesson plans, classroom walkthroughs, Data sheets	August 2021-May 2021	Books for classroom Libraries Post-it chart paper Chart markers	Title I

2021-2022 SCHOOL IMPROVEMENT PLAN

<p>devices, hands-on manipulatives, online instructional programs, cross-content readers)</p> <p>B. Identify tiers of support for intervention in math.</p>	ources/research-base-for-ilearn-math.html		Principal (J. Harris) Instructional Specialist (C. Walker)			<p>Laptops iPads Math games Manipulatives Sheet protectors for math games</p>	
<p>Teachers will analyze the math data, as well as create and maintain a classroom data notebook that can be used to discuss student growth and support the improvement of instructional practices in math.</p>	https://solutiontree.s3.amazonaws.com/solutiontree.com/media/pdf/handouts/HO_(AA)_Brown-Student-Data-Notebooks.pdf	Strong	Instructional Specialist (C. Walker) Teachers	Quarterly Notebook Checks	August 2021-May 2021	<p>Sheet protectors data notebook Data binders</p>	Title I
<p>Implement daily problem solving with constructive responses using the RICE Strategy.</p>	https://education.seattlepi.com/rice-math-strategies-third-grade-3024.html	Strong	Principal (L. Carpenter) Asst. Principal (J. Harris) Instructional Specialist (C. Walker)	Lesson Plans Focus Walks	September 2021-May 2021	Math journals	Title I

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School:	Barton Chapel						
Principal:	Dr. LaQuanda Carpenter						
Date Last Revised:	June 22, 2021	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve early numeracy skills		
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	By the end of the 2022 school year, the number of discipline referrals will reduce by 10% through the use of the PBIS model.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Communicate the expectations and protocols in the School-Wide Behavioral Plan to all faculty and staff and students that includes PBIS strategies.	https://www.pbis.org/resource/evidence-based-classroom-management-moving-from-research-to-practice	Strong	All teachers, School Counselor (M. Burns), Principal (L. Carpenter) Asst. Principal (J. Harris) Instructional Specialist (C. Walker)	School-Wide Expectation Posters for the hallway, classrooms, and cafeteria	August 2021 – May 2022	Professional Learning Workshops, PBIS PL, discipline guidelines posted in classroom, discipline data.	PL provided by the district.
Implement a Positive Reward System for the students found in the School-Wide Behavioral Plan (BEEP)	https://www.pbis.org/	Moderate	All teachers, School Counselor (M. Burns),	Reduction in the number of discipline referrals, PBIS reward calendar	August 2021 - May 2022	PBIS PL, PBIS matrix posted throughout the school, discipline guidelines posted in every classroom.	Title I

2021-2022 SCHOOL IMPROVEMENT PLAN

			Principal (L. Carpenter) Asst. Principal (J. Harris) Instructional Specialist (C. Walker)				
On a monthly basis, the school climate team will meet to identify students with three or more discipline referrals and out-of-school suspensions and implement behavioral interventions including RTI.	https://www.pbis.org/ http://www.rtinetwork.org/learn/what/whatisrti	Moderate	School Counselor (M. Burns) Principal (L. Carpenter) Asst. Principal (J. Harris), Parents, support staff	Reduction in the number of discipline referrals, student performance data, PBIS reward calendar	August 2021 - May 2022	Professional Learning Workshops, PBIS PL, monthly spirit recognition	Title 1
Identify teachers with the highest number of referrals and implement focus walks on classroom management. If necessary, help develop a behavioral intervention plan for the teacher.	https://journals.sagepub.com/doi/abs/10.1177/10983007050070040401v	Moderate	Principal (L. Carpenter) Asst. Principal (J. Harris) Discipline committee	Better classroom management, positive culture in the classroom, decreased discipline concerns.	August 2021 - May 2022	Professional Learning Workshops, PBIS PL, embedded sessions throughout the school year, monthly spirit recognition	Title 1

2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Barton Chapel						
Principal:	Dr. LaQuanda Carpenter						
Date Last Revised:	June 22, 2021	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve early numeracy skills		
Initiative 4-Teacher Induction (SMART Goal):	By the end of the 2022 school year, the new teachers assigned to Barton Chapel will have participated in 5-7 professional learning sessions with 90%+ attendance that will transfer to greater understanding of pedagogy and positive student relationships.						
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Communicate the expectations and protocols as shared by district level leadership and school based administration the appropriate strategies for building and sustaining positive relationships with students and parents.			Principal Carpenter Assistant Principal Harris Instructional Specialist Walker Mentor Teacher Team	Observations of Classroom Culture	August 2021 – May 2022	Professional Learning on building relationships	PL provided by the district and school.
Communicate the expectations of effective instructional delivery to students as a part of new teacher training that will occur throughout the 2021-2022 school year.			Principal Carpenter Assistant Principal Harris Instructional Specialist Walker Mentor Teacher Team	Observations of instructional delivery and student performance	August 2021 - May 2022	Professional Learning on delivery of instructional strategies	PL provided by the district and school.

2021-2022 SCHOOL IMPROVEMENT PLAN

The Needs Assessment will be completed once the GMAS data for 2021 is received.

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	Target Year 4	Actuals Year 4	Target Year 5	Actuals Year 5
	(2018- 2019)	(2019- 2020)	(2020- 2021)	(2020- 2021)	(2021- 2022)	(2021- 2022)	(2022- 2023)	(2022- 2023)	(2023- 2024)	(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 Georgia Milestones ELA EOG)	13%	N/A	18%									
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG	9%	N/A	14%									
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	0%	N/A	5%									
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	0%	N/A	5%									
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	50%	N/A	55%									

2021-2022 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/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
1, 2	Teachers will participate in ELA and Math instructional strategies PL to increase student achievement.	August 2021 Monthly PL	N/A	Select teachers Instructional Specialist (C. Walker)	Principal (L. Carpenter) Assistant Principal (J. Harris) Instructional Specialist (C. Walker)	Agenda, Sign-In Sheets, Lesson Plans, Observations
1, 2, and 3	Provide training for utilizing Canvas and other LMS to improve student engagement.	August 2021 September 2021	N/A	Instructional Specialist (C. Walker)	Principal (L. Carpenter) Assistant Principal (J. Harris) Instructional Specialist (C. Walker)	Lesson Plans, Observations, Student Data
1, 2	Provide hands-on training for best practices in small group instruction.	September 2021	N/A	Instructional Specialist (C. Walker) Select teachers	Principal (L. Carpenter) Assistant Principal (J. Harris) Instructional Specialist (C. Walker)	Lesson Plans, Observations, Student Data
3	Professional Learning on PBIS strategies implemented in the school-wide behavior plan.	August 2021 October 2021 January 2022 March 2022	N/A	PBIS Team Principal (L. Carpenter) Asst. Principal (J. Harris)	Principal (L. Carpenter) Asst. Principal (J. Harris) PBIS Team	Number of discipline referrals

2021-2022 SCHOOL IMPROVEMENT PLAN

School Name: Barton Chapel

Date: 5/14/2021

Planning Committee Members

Name	Position/Role	Signature
Dr. LaQuanda Carpenter	Principal	
Jessica Harris	Assistant Principal	
Corinna Walker	Instructional Specialist	
Michelle Burns	Counselor	
Tiffany Hill	Teacher	
Christina Long	Teacher	
Michelle Brady	Teacher	
Pamela Washington	Teacher	
Daniel Warthen	Teacher	
Daryl Dunn	Family Facilitator	
	Teacher	
Tabitha Mikel	Parent	
Delores Williams	Parent	
Burtron Barnes	Parent	
	Student (9 th -10 th)	
	Student (11 th -12 th)	

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.

TBD: the comprehensive needs assessment will be completed once the GA Milestones assessment results are in from the Spring, 2021 test administration.

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 is 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, 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.
ESOL:	Each effort and strategy is being put in place to help all students learn more effectively. Our students who have been classified as ESOL will have multiple levels of instructional and psychological 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, 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. Efforts will also be made to ensure that all ESOL students have opportunities to engage with staff and students who are also classified as ESOL throughout the school day. Additional efforts will also be made to celebrate the culture and traditions of the ESOL population.
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 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, 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.

Title I Schoolwide Program

	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 that continue to be a part of modern-day society.
Students with Disabilities:	<p>Each effort and strategy is 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, 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.</p> <p>Specific and structured efforts will be made to ensure that our students with disabilities have the social and instructional support that is needed to help either overcome and/or manage their disabilities, so that they can experience a level of success of which they can be proud of as well.</p>

- 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;

The administration will provide very structured oversight to teachers and instructional support staff during this implementation and monitoring process. The leadership team will have very focused and structured conversations on what is appropriate for teaching and learning at Barton Chapel and the transfer of communication to the rest of the staff will be very clear. The administration will also conduct weekly walk-throughs and the implementation of the TKES process will be very structured and specific to each teacher. The feedback that is provided to the staff will be timely and clear. Additionally, the implementation of the district's and school's programs and the utilization of resources will be completed with fidelity.

- 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;

To address the needs of all children in the school, Barton Chapel Elementary plans to first identify the strengths and talents of each student and build upon those factors. A school-wide "whole-child" approach to learning will be implemented to include individual, classroom, and group counseling. The school will utilize the Sanford Harmony kits to address social and emotional health and well-being (SEL). Outside mental health referrals will be made as needed and various invitations for parental and community involvement such as Golden Harvest Food resources, Century 21 and other mentoring/tutoring programs will be made available. We will continue to implement the Organ Wise

Title I Schoolwide Program



Guys program.

- 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);

- 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.);

The instructional staff of Barton Chapel Elementary will implement a response to intervention process that will specifically identify the needs of all students who are unable to progress at the rate of expectation for the grade level. Students who are identified as needing extra support will be a part of a process where the teacher, student, parent, and appropriate staff, such as the psychologist, counselor, instructional coach, etc... will create, manage, and monitor a plan where the student's academic or behavioral improvement or regression will be monitored and supported as needed via research-based strategies that have been proven to be effective.

- 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 implement 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 with delivering effective instruction. Training on Canvas and other learning management systems will be provided to increase knowledge and use with online learning tools to engage students in learning.

- 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.

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

Title I Schoolwide Program

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.

The 2021-2022 school improvement plan is a continuation from the 2020-2021 school improvement. Due to the COVID pandemic and the impacts on education, the plan from the previous year needs to continue to be in place as a result of all students not being in the building for 100% of the time allotted for school.

- 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-wide plan will be revised as needed throughout the school year via the impact checks, the needs assessments, and the 90-day action plans.

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.

August, 2021

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 present 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

Title I Schoolwide Program

enter your initials to acknowledge this statement.

- 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 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 is written with the students at the center of the plan. Once approved, the plan will be made public, will be shared during school council meeting and other relevant parent meetings, and will be shared on the school's media platforms,

- 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
Federal Funds: Title I Funds Include any Title I paid employee and everything you plan on purchasing this year.	Title I Paid Employee: Darryl Dunn, Tenisha Blair All funds will be used for purchasing texts for school-wide staff and student book studies, technology for student use, resources to improve classroom instruction, and professional development that will enhance the teaching and learning process for all students.
State Funds:	Funds will be used for professional learning.
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.

Title I Schoolwide Program

- 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/guidanceusesinvestment.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	
Initiative:	Each action step in the SIP has an evidence of either strong, moderate, or promising.
Action Step:	

2021-2022 SCHOOL IMPROVEMENT PLAN

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

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Rationale #2	
Initiative:	Each action step in the SIP has an evidence of either strong, moderate, or promising.
Action Step:	

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

2021-2022 SCHOOL IMPROVEMENT PLAN

Rationale #3	
Initiative:	Each action step in the SIP has an evidence of either strong, moderate, or promising.
Action Step:	

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

