2022-2023 SCHOOL IMPROVEMENT PLAN

PLANS ARE DUE ON JUNE 15, 2022

DIVISION OF SCHOOL & DISTRICT EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS
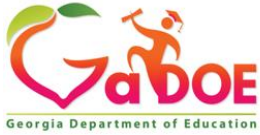
NAME OF SCHOOL: Bayvale Elementary
PRINCIPAL: Mrs. Vanessa Darling

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 _____

Federal Programs Director _____ Date _____

Revision Date: _____   Revision Date: _____   Revision Date: _____

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Bayvale Elementary
Principal:	Mrs. Vanessa Darling

Date Last Revised:	June 8, 2022	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve Literacy and Numeracy Skills

Initiative 1-Literacy (SMARTE Goal):	During the 2022-2023 school year, research based strategies will be used to increase the percentage of students reading on grade level by 10% as measured by the i-Ready Diagnostic Assessment.

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.
All students in grades K-3 will receive intensive, systematic phonics instruction using Fundations. Teachers will upload videos in canvas to aid parents in reviewing phonics skills.	https://ies.ed.gov/ncee/wwc/Intervention/1287	Strong	Instructional Support Specialist	Lesson Plans Focus Walk Data TKES Observations	Unit Tracker Assessments i-Ready Diagnostic Results	August 2022-May 2023	Fundations Kits for teachers and students Professional Learning for new K-3 teachers	NA
Implement an extended Reading Block to continue to strengthen reading skills lost during the pandemic. Content area literacy will be used to teach science and social studies. Foundational skills will also be reinforced during PE using	https://ies.ed.gov/ncee/wwc/Intervention/1287	Promising	Principal Instructional Support Specialist	Lesson Plans Minutes from Collaborative Planning Focus Walk Data	i-Ready Data Growing Readers Independent Reading Assessments GMAS Results	August 2022-May 2023	Leveled Libraries and Content Based Books Lu Interactive Playground	Title 1 Part A $30,000

Lu Interactive Playground.								
Implement Independent reading, strategy groups and conferring in all grades following the guidelines of the Growing Readers Initiative. Students will use canvas tools to record themselves reading at least twice per month to use during conferences.	https://ies.ed.gov/ncee/wwc/Intervention/1287	Strong	Assistant Principal	Lesson Plans Conference Logs Focus Walk Data TKES Observations	Results from the Growing Readers Independent Reading assessment administered in the Fall and Spring i-Ready Data	August 2022-May 2023	Leveled Libraries Bags for students to keep books Professional Learning for New teachers	Title I Part A $500
Implement Reading Logs to involve parents in daily reading practice at home.(Epic, MyOwn and other digital platforms will be shared with parents to increase access to authentic literature)	https://ies.ed.gov/ncee/wwc/Intervention/1287	Promising	Team Leaders/Leadership Team Members	Reading Logs Parent Communication via Dojo and contact log Goal Setting/Data Walls	Growing Readers Independent Reading Assessments Lexiles from GMAS	August 2022-May 2023	Reading Logs and Folders Books to build libraries at home	Title I Part A $1000
Implement writing across the curriculum using the structures of writer's workshop.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_writingpg_summary_092314.pdf	Promising	Principal Instructional Specialist	Lesson Plans Sample Writing Folders Collaborative Planning Artifacts Focus Walks/TKES	Analysis of Student Samples by the Leadership Team EOY GMAS results	September 2022-May 2023	Writing Folders Training for Teachers	Title I Part A $200

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School:	Bayvale Elementary				
Principal:	Mrs. Vanessa Darling				
Date Last Revised:	June 8, 2022	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve Literacy and Numeracy Skills
Initiative 2-Math (SMARTE Goal):	During the 2022-2023 school year, formative assessment practices will be used to increase the percentage of students performing on grade level in math by 10% as measured by the i-Ready diagnostic assessment.				

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.
Administer/Analyze weekly formative assessments in math in all grade levels. At least 2 per month should be administered and scored using the tools in canvas in grades 2-5. At least 3 cumulative assessments should be ad ministered using DRC Beacon for students in grades 3-5.	https://michiganassessmentconsortium.org/ https://www.instructure.com/canvas/k-12/research-and-customer-stories/research	Promising	Assistant Principal Team Leaders/Leader ship Team Team Members	Collaborative Planning Minutes Lesson Plans Assessments Canvas Assessments Data Meeting Artifacts	i-Ready Results DRC Beacon Data GMAS Results	August 2022-May 2023	Ink for data analysis charts Professional Learning on formative assessments and DRC Beacon	Title I Part A $500
Bi-Weekly Spiral Reviews/Assessments to ensure students retain concepts. (Items from weekly formative assessments and previously missed items from district assessments will be used.) Reviews will be in the format of tickets in the door, homework practice and incorporated during intervention.	https://michiganassessmentconsortium.org/	Promising	Instructional Support Specialist	Lesson Plans Sample Assessments Sample Feedback Data Wall	i-Ready Results Assessment Results Analyzed Assessments	October 2022-May 2023	Ink for charts and graphs for data analysis during leadership Team Lu Interactive Playground	Title 1 Part A

Price above |

Foundational skills will also be reinforced during PE using Lu Interactive Playground.								
Weekly(at least twice) problem solving/Constructive Responses using the RICE strategy in grades 3-5.	https://ies.ed.gov/ncee/wwc/Intervention/1287	Promising	Principal and Inst. Specialist	Lesson Plans TKES Observations/Feedback	GMAS Results	October 2022-May 2023	Chart Paper, Sticky Notes Active Panels	NA
Engage students(K-5) in daily number talks to encourage math discourse and to help students learn to explain their thinking.	http://mathperspectives.com/wp-content/uploads/2016/12/Number-Talks-Research-Basis.pdf	Strong	Inst. Specialist	Lesson Plans Focus Walk Data TKES Observations	i-Ready Results Student Discourse	August 2022-May 2023	Number Talk Books, Materials to make games	NA

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Bayvale Elementary							
Principal:	Mrs. Vanessa Darling							
Date Last Revised:	June 8, 2022	Strategy Map Goal Area:	Culture and Climate		Strategy Map Performance Objective:		Ensure a Positive Learning and Work Environment	
Initiative 3-Culture/Climate/Non-Academic (SMARTE Goal):	During the 2022-2023 school year, student discipline referrals and absences will decrease by 10% resulting in an increase in our school climate rating by at least one star.							

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.
Develop/Implement an incentive/reward program to celebrate attendance, achievement and behavior for both students and teachers. (Student, Teacher and Staff of the Month)	https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL_West_PBIS_Webinar1.pdf	Promising	Principal & LT Team	Data walls Focus Walks Perception Surveys Attendance Data Discipline Data	Discipline Data Attendance Data i-Ready Data DRC Beacon Reports GMAS Results	September 2022-May 2023	Rewards and Incentives, Paper and Ink for Certificates and photos for the Student/Staff of the month	Donations from community partners Title I Funds $500
Create an atmosphere of high expectations by displaying college banners, posters, and pennants. Display student work throughout the school to encourage students to take pride in their work.	https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/35/ESSA%20and%20AVID%20Flyer.pdf	Promising	Media Specialist	Focus Walk Student work posted with commentary aligned to the standard.	Discipline Data Attendance Data	September 2022-May 2023	Ink, Paper for poster maker, Banners, College Pennants.	Title I Funds $500
Support induction teachers in	https://ies.ed.gov	Strong	Inst. Specialist	Focus Walks	i-Ready Data	September	Summer Mentor	$0

establishing rituals and routines during the first month of school using daily check in and immediate feedback.	/ncee/edlabs/regions/southwest/pdf/rel_2 007033_sum.pdf		Mentors	Feedback from New Teacher Surveys TKES observations Mentor feedback		2022-May 2023	Training	
Provide mentors to support induction teachers in implementing Instructional and Classroom management Strategies as well canvas tools during bi-monthly sessions.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2 007033_sum.pdf	Strong	Principal Mentors	Lesson Plans Focus Walks TKES observations Agendas/Feedback from Surveys	i-Ready Data Conference Logs Discipline Data	August 2022-September 2023	Summer Mentor Training	$0
Conduct a book study using a Growth Mindset to prepare teachers for the shift in grading practices and Growth mindset journals and Lu Interactive Playground will be used to address social emotional skills and a growth mindset for students.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033_sum.pdf.	Promising	Principal Instructional Specialist	Lesson Plans Focus Walks TKES Observations	i-Ready Data GMAS Data Discipline Data	October 2022-September 2023	Growth Mindset Journals Copies of Growth Mindset Lu Interactive Playground	Title 1 Part A $400 Price above
Maintain positive interactions with parents and families to improve attendance, discipline and academic performance by hosting monthly parent nights.	https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/36	Strong	Principal Instructional Specialist	Parent Night artifacts (Agendas and Sign In Sheets)	Attendance Data Discipline Data i-Ready Data GMAS Results	September 2022-Apriil 2023	Chart Paper Pencils Folders Colored Pencils	Title I Part A $500

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 Georgia Milestones Reading EOG)	21	21	23.1		25.41		28	
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG	13.3	13.3	14.63		16.09		17.7	
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	17.6	17.6	19.36		21.3		23.4	
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	N/A	N/A	N/A		N/A		N/A	
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	66.1	66.1	67.1		68.09		69.05	

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	Effective Implementation of independent reading, Conferring and Strategy Groups	Aug.2022-May 2023	$0	Growing Readers Candidates	Focus Walks, Observations, Collaborative Planning Minutes	Independent Reading Fall and Spring Assessments, I-Ready Data
1	Effective Implementation of Writer's Workshop and Writing Across the Curriculum	October 2022-March 2023	$200	Instructional Support Specialist CSRA RESA Consultant	Focus Walks, TKES Observations, Lesson Plans, Analysis of Student Work during Collaborative Planning	Student Work Samples/GMAS results
2	Planning, Administering and Analyzing Formative Assessments	August 2022-May 2023	$0	Instructional Specialist and Leadership Team	Assessment Artifacts. Collaborative Planning Minutes	Formative Assessment Data, I-Ready Results, District Assessments
2	Effectively Implementing Number Talks	September 2022--May 2023	$0	Instructional Specialist	Focus Walks, Observations,	I-Ready Results, District Assessments, GMAS results
3	Develop a Growth Mindset for Teachers and Students using the Growth Mindset book and Student Journals.	September 22-May 2023	$2000	Instructional Specialist/ AVID Trained Teachers	Focus Walks Collaborative Planning Minutes	Discipline and Attendance Data I-Ready Data GMAS Results
3	Establishing Rituals and Routines to create a positive learning	July 2022-Decembe	$0	Instructional Specialist and	Mentor Conferences	TKES Observations, Discipline Data and

environment(New Teachers)	2022		Mentor Teachers	and Walkthroughs	New Teacher Surveys

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: Bayvale Elementary

Date: June 14, 2022

Planning Committee Members

Name	Position/Role	Signature
Mrs. Vanessa Darling	Principal	
Dr. Judith Jones	Assistant Principal	
Nelda Allen	Teacher	
Nicole Levalle	Teacher	
Jeannene Santiago	Teacher	
Cheryl Davis	Teacher	
Jeremy Linnen	Teacher	
Melanie Purvis	Teacher	
Tonya Caractor	Teacher	
ShaRhonda Davis	Instructional Coach	
Sherlonda Chapman	Teacher	
	Parent	
	Parent	
	EL Parent (if applicable)	
	Student (9th-10th) required	
	Student (11th-12th) 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.

   April 17, 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:	Strategies will be implemented to address the needs of economically disadvantaged students to include wrap around services for physical and mental needs as well as building parent capacity to support students at home. Extended learning opportunities, such as the afterschool program, will also be provided to support students in improving reading and math deficits.
ESOL:	Strategies will be implemented to address the needs of ESOL students to include wrap around services to bridge the language barrier as well as building parent capacity to support students academically. Extended learning opportunities, such as the afterschool program, will also be provided to support students in improving their reading and math deficits.
Race/Ethnicity/Minority:	Strategies will be implemented to address the needs of minority students to include wrap around services for physical and social needs as well as building parent capacity to support students academically. Extended learning opportunities, such as the afterschool program, will also be provided to support students in improving their reading and math deficits.
Students with Disabilities:	Strategies will be implemented to address students with disabilities to include wrap around services to provide additional training for staff and building capacity for parents to understand their child's disability as well as work with them at home. Extended learning opportunities, such as the after school program, will also be provided to support students in improving their reading and math deficits.

   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;

   Bayvale Elementary is focused on providing quality instruction for our students. The Georgia Standards of Excellence are the expectation for learning for all students. Based on clearly

established district expectations, the schedule is designed to ensure teachers have ample time to teach each subject effectively. The reading block will be extended to address the reading gap widened by the pandemic. Social studies and science will be taught using content area reading strategies. Special Education teachers and ESOL teachers will work with general education teachers to ensure students are taught grade level content as well as work on goals in their IEP. Also, time is included in the schedule for intervention to address the individual needs of students. FEV tutor and SRA will be use during the intervention block. In addition, Title funds will be used for tutors and an extended learning program (afterschool or Saturday school).

    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;

Through classroom guidance, small group sessions and the Sanford Harmony program students are provided with mentoring services to learn strategies to improve personal skills that impact them socially and academically. A mental health team will work to identify and monitor students in need of additional wrap around services.

        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);

Through classroom guidance and teachers as advisors, our students will be exposed to awareness and preparation for college. Students will learn skills that will help them prepare to be successful in school, college and the workforce. Through early exposure to college in elementary school, students will be able to take advantage of early college opportunities such as dual enrollment, international baccalaureate and advanced placement.

        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.);

Bayvale will transition from the RTI process to implementing MTSS to prevent and address problem behaviors as well as intervene early to support struggling students in catching up with their peers. Student data will be analyzed to implement interventions to ensure student success.

        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;

Weekly collaborative planning, monthly new teacher sessions and ongoing data analysis will be implemented to ensure effective practices are used and data drives daily instruction. Ongoing feedback, observations and support will be given to ensure the success and retention of new teachers. In addition, MTSS will increase teacher effectiveness.

    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.

Bayvale will work closely with our feeder middle school to ensure our students transition smoothly from elementary to middle school. Opportunities for visits to the middle school as well as vertical articulation meetings between fifth and sixth grade teachers will allow us to better prepare our students to transition. Middle school counselors will also be invited to meet with our students to discuss scheduling. In addition, preschool teachers and kindergarten teachers will work collaboratively to plan activities to transition students. (Kindergarten roundup will be held according to district guidelines)

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 implementation of strategies in the school improvement plan will be monitored through bimonthly meetings of the leadership team. Data team leaders will be responsible for collecting data for assigned strategies during scheduled meetings. In addition to the Georgia Milestones, the leadership team will analyze i-ready data, formative assessments and independent reading assessment data to measure academic achievement.

    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 schoolwide plan has been effective in increasing student achievement this year. Results from the EOY i-Ready diagnostic assessment and the Georgia Milestones Assessment reveal significant growth in reading and math.

    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 Schoolwide plan will be revised as data is analyzed throughout the year by the leadership team to ensure continuous improvement of student achievement. Specifically, it will be reviewed and revised after each i-ready diagnostic is administered and analyzed.

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.

March 28, 2022

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. VD

    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 enter your initials to acknowledge this statement.

    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. VD

    VD

    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 lan VD that the parents can understand. How is the School Improvement Plan made available?

The Schoolwide Plan is made available via a link on the school's website. In addition, stakeholders may request a copy from the principal or assistant principal.

    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.

Title I Schoolwide Program

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 funds will be used for the following: *Materials for strategies in the SIP *Title I Instructional Specialist *Literacy Para *Extended Learning(Afterschool or Saturday School)
State Funds:	
Reduced Class Size (If applicable)	EIP allocations will be used to reduce class sizes in grades K-3
School Improvement Grant (If applicable)	N/A
Local Professional Learning Funds	Effective strategies for teaching writing through writer's workshop
Grants	N/A

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/guidanceuseseinvestment.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:	
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 #2	
Initiative:	
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:	
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							