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| **NAME OF SCHOOL: Hephzibah Elementary**  **PRINCIPAL: Dr. Josh Workman** |
| **NAME OF DISTRICT: Richmond County School System**    **SUPERINTENDENT: Dr. Kenneth Bradshaw** |
| ☐ *Comprehensive Support and Intervention* ☐ *CSI Alternative* ☐ *Targeted Support and Intervention* ☐ *Promise*    *X 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: \_\_\_\_\_\_\_\_\_\_\_\_\_

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| School: | Hephzibah Elementary |  |  |  |  |
| Principal: | Josh Workman |  |  |  |  |
| Date Last Revised: | 06/14/2022 | Strategy Map Goal Area: | Student Achievement & Success | Strategy Map  Performance  Objective | Improve Literacy and Numeracy Skills |

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| Initiative 1-Literacy  (SMARTE Goal): | Implement rigorous curriculum through the use of evidence-based instructional strategies in literacy to raise the percentage of  students reading on grade level school-wide by 10% from the 2022 Spring iReady Reading diagnostic to the 2023 Spring iReady  Reading diagnostic. | | | | | | | | |
| **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.** |
| Paraprofessional will provide individualized reading instruction using USATestprep and iReady. | | https://segmeasur ement.com/conten t/improvingstudent-learningthrough-onlinetools-studyeffectiveness-testpreparationprogram | Moderate | Assistant Principal | Lesson Plans, observation data and feedback | Individualized reports provided by  USATestprep and iReady | Daily | USATestprep  Subscription  ($5004.00) | Title I, Part A |
| Implement transdisciplinary units of inquiry through the use of the international Baccalaureate Primary Years Program framework. | | https://www.proqu est.com/docview/2 50764463 | Strong | PYP Coordinator,  Instructional  Specialist | PYP Units of Inquiry, lesson plans, observation data and feedback | Individualized reports provided by  USATestprep and iReady | Ongoing | IB Workshop Fee ($11,700 fee and subs) | Title I, Part A |
| Implement arts integration in all core | | http://web.a.ebsco | Moderate | Administration and | Lesson Plans, | Individualized | Ongoing | Foundational | Title I, Part A |

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| content areas with the support of ArtsNow. | host.com/ehost/de tail/detail?vid=0&si d=57a2e3ee-efde4b8a-9608-  547a5c54e745%4  0sdc-vsessmgr03&bdata =JnNpdGU9ZWhv c3QtbGl2ZSZzY29 wZT1zaXRl#AN=1  18353339&db=a9  h |  | Instructional  Specialist | observation data and feedback | reports provided by  USATestprep and iReady |  | Seminar ($2000.00) |  |
| Implement Accelerated Reader (AR) program Kindergarten - 5th grade. | http://www.b wgriffin.com/g su/courses/ed ur7130/readin gs/Nunnery\_et \_al\_2006.pdf |  | Administration | Lesson Plans, observation data and feedback | Individualized reports provided by  AR and i-Ready | Ongoing | Subscription to  AR program  ($2814.00) | Title I, Part A |
| Implement Barton Reading and Spelling System for selected Special Education Students. | https://bartonr eading.com/th e-bartonsystem-is/#eve | Moderate | SPED Chairperson | Lesson Plans, observation data and feedback | Individualized reports provided by  USATestprep and iReady | Ongoing | Subscription to the program ($4350.00) | Titel I, Part A |

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| Principal: | Josh Workman | | | | | | | | | | | | |
| Date Last Revised: | 6/14/2022 | | | Strategy Map Goal Area: | | Student Achievement & Success | | | Strategy Map Performance Objective: | | Improve Literacy and Numeracy Skills | | |
| Initiative 2-Math (SMARTE Goal): | Implement rigorous curriculum through the use of evidence-based instructional strategies in math to raise the percentage of students on grade level in math school-wide by 10% from the 2022 Spring iReady math diagnostic to 2023 Spring iReady math diagnostic. | | | | | | | | | | | | |
| **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.** |
| Paraprofessional will provide individualized math instruction using USATestprep and iReady. | | https://segmeasur ement.com/conten t/improvingstudent-learningthrough-onlinetools-studyeffectiveness-testpreparationprogram | Moderate | | Assistant Principal | | Individualized reports provided by USATestprep and iReady | Individualized reports provided by  USATestprep and iReady | | Daily | | USATestprep  Subscription  ($5004.00) | Title I, Part A |
| Implement transdisciplinary units of inquiry through the use of the international Baccalaureate Primary Years Program framework. | | https://www.proqu est.com/docview/2 50764463 | Strong | | PYP  Coordinator,  Instructional  Specialist | | PYP Units of Inquiry, lesson plans, observation data and feedback | PYP Units of Inquiry, lesson plans, observation data and feedback | | Ongoing | | IB Workshop Fee ($11,700 fee and subs) | Title I, Part A |
| Implement arts integration in all core content areas with the support of ArtsNow. | | http://web.a.ebsco host.com/ehost/de tail/detail?vid=0&si | Moderate | | Administration and Instructional  Specialist | | Lesson Plans, observation data and  feedback | Individualized reports provided by USATestprep and i- | | Ongoing | | Foundational  Seminar  ($2000.00) | Title I, Part A |

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| Principal: | Josh Workman | | | | | | | | | | | | |
| Date Last Revised: | 6/14/2022 | | | Strategy Map Goal Area: | | Culture and Climate | | | Strategy Map Performance Objective: | | Improve Wellness for All | | |
| Initiative 3-  Culture/Climate/Non-  Academic  (SMARTE Goal): | By the end of the 2022-2023 school year, students in grades 3 through 5 will increase their positive responses for Emotion Regulation from 39% to 44%, Self-efficacy from 51% to 56%, and Growth Mindset from 55% to 60%. | | | | | | | | | | | | |
| **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.** |
| Implement the Social Emotional  Learning program, Sanford Harmony. | | https://ies.ed.gov /ncee/wwc/Docs/ PracticeGuide/be havior\_pg\_09230  8.pdf | Strong | | Teachers | | Lesson plans and observations to  ensure implementation. | Behavior data,  Panorama surveys | | Weekly Meetings | | Sanford Harmony  Kits | None |
| Students will participate in the schoolwide PBIS system to earn rewards for positive behavior. | | https://static1.squ arespace.com/stat ic/5696b96abfe87 37934cc521c/t/56 acd5c71f40397fbf d478a4/14541674  96270/Vincent.pd  f | Strong | | PBIS  Coordinator | | PBIS matrices posted in all rooms | PBIS reports,  Behavior reports | | Monthly | | PBIS Store | Title I, Part A |
| School counselor will meet in small | | https://web.s.ebsc |  | | School | | Meeting agendas |  | | Weekly | | None | None |

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| groups with selected students identified through Panorama survey results and/or teacher referrals. | ohost.com/ehost/vi  ewarticle/render?d ata=dGJyMPPp44 rp2%2fdV0%2bnji sfk5Ie46fCB4aTre efkrH3m5fGMvqyt SrGlsEiwqJ5JuKu  1UrGnnmjLnPKK3  %2bTxeeHq54fs3  %2bJVq66vTLavr 0ivqKSL59q7TrTZ sE2vreJF4ai1fauq 30mvo998sdure7T  X4H7hqON84diy  WPDb4oHxnOp57 N27feyc4nq717eA pOrff7u3zD7f5LtJs au2TrCotU2k3O2 K69fyVeTr6oTy2% 2faM&vid=2&sid=6  6c2517d-c27e4a11-ad3ec6abfc2edcb4@re  dis |  | Counselor |  |  |  |  |  |



**2022**

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**2023**

**SCHOOL IMPROVEMENT PLAN**

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| **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  scoring proficient or above on the  Georgia Milestones ELA EOG | Awaiting Results | Awaiting Results |  |  |  |  |  |  |
| Increase the percentage of students scoring proficient or above on the  Georgia Milestones Math EOG | Awaiting Results | Awaiting Results |  |  |  |  |  |  |
| Increase the percentage of students scoring proficient or above on the  Georgia Milestones Science EOG | Awaiting Results | Awaiting Results |  |  |  |  |  |  |
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**2022**

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**2023**

**SCHOOL IMPROVEMENT PLAN**

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|  | **Professional Learning Plan to Support School Improvement** | | | | | |
| **Supporting**  **Initiative #** | **Professional Learning Strategy** | **Specific PL**  **Timeline** | **Estimated Cost,**  **Funding Source, and/or**  **Resources** | **Person(s)/Positio n Responsible** | **Monitoring**  **Teacher**  **Implementation of PL** | **Evidence/Data of**  **Impact on Student Learning** |
| 1 and 2 | All teachers will participate in professional learning designed to enhance IB transdisciplinary unit planning and instruction. | Weekly | No cost | PYP Coordinator | Administration and PYP Coordinator | Lesson plans, observation data and feedback, i-Ready and other formative assessment data. |
| 1 and 2 | All teachers will participate in professional learning provided by ARTSnow to increase teacher capacity to plan and implement arts integrated lessons. | Quarterly | No cost | Administration and instructional specialist | Administration and instructional specialist | Lesson plans, observation data and feedback, i-Ready and other formative assessment data. |
| 1 and 2 | The district will provide professional learning opportunities for mentors to increase the efficacy of their support for induction teachers. | Bi-annually | No cost | District level personnel | Administration and lead mentor | Mentor meeting agendas, increase in retention of highly qualitied teachers |
| 1 | Selected special education teachers will participate in professional learning for the Barton Reading and Spelling System. | Weekly | No Cost | SPED Department Chair | SPED Department Chairperson | Lesson plans, observation data and feedback, i-Ready and other formative assessment data. |
| 1 | All teachers will participate in professional learning designed to enhance the use of the accelerated reader  program | Weekly | No Cost | Instructional Specialist | Administration and  Instructional Specialist | Lesson plans, observation data and feedback, i-Ready and other formative assessment data. |
| 3 | All teachers will participate in professional learning for the SEL curriculum. | Pre-planning, monthly | No Cost | School Counselor | Administration | PL Agendas, observations, lesson plans |
| 1 and 2 | Selected teachers will participate in IB workshops for category 1 training. | Annually |  | PYP Coordinator | Administration and PYP Coordinator | Lesson plans, observation data and feedback, i-Ready and other formative assessment 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**



**School Name: Hephzibah Elementary School**

**Date: June 14, 2022**

# Planning Committee Members

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| **Name** | **Position/Role** | **Signature** |
| Scott Kennedy | Principal |  |
| Stefanee Berry | Assistant Principal |  |
| Susan Lucky | Teacher |  |
| Jennifer Williams | PYP Coordinator |  |
| Niesha Carthen | Instructional Specialist |  |
| Marjorie Hadden | Teacher |  |
| Diann Bennett | Teacher |  |
| Ebony Sims | Teacher |  |
| Wadee’ah Sims | Teacher |  |
|  | Family Facilitator |  |
|  | Teacher |  |
| Brittany Dean | Parent |  |
| Tiffany Bradley | Parent |  |
|  | EL Parent (if applicable) |  |
|  | Student (9th-10th) required |  |
|  | Student (11th-12th) required |  |



**2021**

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**SCHOOL IMPR**

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

# 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.

May 18, 2022

# 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:

1. 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;

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| Economically Disadvantage: | Transdisciplinary and arts integrated instruction will increase access to the curriculum for ED students. |
| ESOL: | Transdisciplinary and arts integrated instruction will increase access to the curriculum for ED students. |
| Race/Ethnicity/Minority: | Transdisciplinary and arts integrated instruction will increase access to the curriculum for ED students. |
| Students with Disabilities: | Transdisciplinary and arts integrated instruction will increase access to the curriculum for ED students. |

1. 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;

Implementation of transdisciplinary and arts integrated instruction will increase student engagement in relevant and active learning.

1. 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 -

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

The school counselor will provide classroom guidance on a monthly basis and small group sessions with identified students as needed.

* 1. 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);

The school counselor will conduct classroom guidance on a monthly basis. During this time, students will explore appropriate career pathways according to their interests and strengths.

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.);

HES has a PBIS initiative will tiered support to identify and address problem behaviors.

1. 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;

All staff will participate in a professional learning community (PLC). Additionally, induction teachers will be assigned a mentor.

1. 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.

Our pre-kindergarten lead teachers and assistant teachers work with parents to ensure a smooth transition from pre-kindergarten into kindergarten.

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

1. 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 the schoolwide program will be monitored at monthly school leadership team meetings. i-Ready assessment data will be used to monitor student achievement throughout the school year.

1. 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.

All students groups showed an increase in student achievement based on i-Ready diagnostic data. The first diagnostic assessment was administered in September 2021 and the final diagnostic was administered in May 2022.

1. 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 monitored and revised at monthly leadership team meetings. Student growth will be monitored at regular intervals.

# 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 20, 2022

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

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1. 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.

1. 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.

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

1. 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.

SK

1. 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 Schoolwide Plan will be made available to the local education agency, parents, and the public on our school website at https://www.rcboe.org/hes.

1. 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.

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| 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 1 funds will be used to support the salary of a literacy paraprofessional. Additionally, Title 1 funds will be used to purchase technology and supplies for the classroom. |
| State Funds: | N/A |
| Reduced Class Size  (If applicable) | Reduced class size funds will be used to hire EIP teachers. |
| School Improvement Grant (If applicable) | N/A |
| Local Professional Learning Funds | N/A |
| 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.

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|  | Rationale #1 |
| **Initiative:** |  |
| **Action Step:** |  |
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| **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:** |  |
| **Action Step:** |  |
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| **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 #3 |
| **Initiative:** |  |
| **Action Step:** |  |
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| **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** |  |  | |  | | | |