

2022-2023 SCHOOL IMPROVEMENT PLAN



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

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

SIGNATURES:	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal <u>Crystal Middleton</u>	Date <u>6-15-2022</u>
Federal Programs Director _____	Date _____

Revision Date: March 22, 2022 Revision Date: June 14, 2022 Revision Date: _____

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	McBean Elementary				
Principal:	Crystal Middleton				
Date Last Revised:	July 27, 2022	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve early literacy and numeracy skills

Initiative 1-Literacy (SMARTE Goal):	By May 2023, the percentage of students performing on or above grade level will increase by 3 % on the English Language Arts Georgia Milestones Assessment through explicit vocabulary instruction.
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Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Position(s) Responsible	Success Criteria for Implementation	Success Criteria for Impact on Student Achievement	Timeline	Resources	Funding
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.
Provide ongoing professional learning to ensure the proper implementation of Foundations in kindergarten through 3 rd grade	https://drive.google.com/file/d/1_JdZv0_Km2F3ewYgXnVCHcab0rjQslv7/view	Moderate	Instructional Specialist RCSS Foundations specialist	Grade level plans	Foundations Mastery Logs	July 2022-May 2023	Teacher and student foundations kits -Professional Learning Small Group Resources	\$4,335 – Title I
Implement Sadlier Vocabulary Workshop (grades 3-5)	https://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf	Strong	Administration Instructional Specialist	Lesson plans Classroom observations	i-Ready Assessment Report	July 2022 – May 2023	Teacher Guides Student Books	\$3,010 – Title I
Continue the usage of Accelerated Reader in grades K-5	https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf	Strong	Teachers Media Specialist	Usage reports	Student assessment data from quizzes	August 2022-May 2023	Books AR software	\$3,200 Title I

2022-2023 SCHOOL IMPROVEMENT PLAN

Paraprofessional to provide additional small group support and intervention		Strong	Administration Paraprofessionals	Daily Schedule Lesson plans for small group instruction	i-Ready Assessment	September 2022-May 2023	Human Resources	\$40,000
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2022-2023 SCHOOL IMPROVEMENT PLAN

School:	McBean Elementary							
Principal:	Crystal Middleton							
Date Last Revised:	June 15, 2022	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve early literacy and numeracy skills			
Initiative 2-Math (SMARTE Goal):	<p>By May 2023, the percent of students scoring on or above grade level in math on the Georgia Milestones Assessment will increase by 3 % through the utilization of computer-based learning and hands on experiences</p>							
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.
Provide ongoing professional learning for teachers on the use of Number Talks in all grade levels	https://drive.google.com/file/d/1bNWqAUgmEAAI_Rd88pselgrJ2_vd7HHa/view	Moderate	Math TIR Instructional Specialist	Professional Learning Agenda and sign in sheets PL Presentations	i-Ready Assessment Reports	July 2022 – April 2023	Number Talks Books	N/A
Implement the use of Xtra Math to increase fact fluency using technology	https://www.educationcorner.com/xtramath.html Bauer, B. (2013) : Improving Multiplication Fact Recall: Interventions That Lead to Proficiency with Mathematical Facts. University of Northern Iowa	Promising	Administration Teachers	Xtra Math completion reports	Mastery Reports	August 2022- May 2023	Computers	N/A

2022-2023 SCHOOL IMPROVEMENT PLAN

Provide professional learning on the new mathematics curriculum and attend the Georgia Math Conference		Strong	Instructional Specialist	Professional Learning Agendas, feedback forms Teacher Lesson Plans	i-Ready Math Reports DRC Beacon Reports	July 2022- June 2023	Professional Learning	\$1,960 – Title I
Implement student self monitoring of data		Strong	Teachers Students Administration	Monitoring of Data Walls and student data folders	i-Ready reports	August 2022- May 2023	Charts Folders	\$850
Implement the usage of Canvas to provide students with digital learning opportunities	https://scholarspace.manoa.hawaii.edu/bitstream/10125/40217/2/TCCPaper-ScholarSpace-Puette%20Final.pdf	Promising	Teachers Administration Instructional Specialist	Incorporation of Canvas in lesson plans	Student work samples from Canvas	August 2022- May 2023	Computers Professional Learning	\$15,540 – Title I

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	McBean Elementary							
Principal:	Crystal Middleton							
Date Last Revised:	June 15, 2022	Strategy Map Goal Area:	Parent, Family, and Community Engagement	Strategy Map Performance Objective:	Improve relationships between home and school			
Initiative 3- Culture/Climate/Non-Academic (SMARTER Goal):	By May 2023, the number of students missing 10 or more days of school, excused or unexcused, will decrease by 3 % through communication with parents and initiatives to celebrate students who accomplish the attendance goal.							
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 an effective Attendance Response Team to address chronic attendance concerns	https://evidenceforessa.org https://www.parentinstitute.com/attendance.ph	Strong	ART	Data Team Meetings Attendance Contracts	Infinite Campus Attendance Reports	August 2022- May 2023		N/A
Utilize the District Attendance Protocol to connect students/parents to resources in an effort to avoid significant loss of school days	https://evidenceforessa.org https://www.parentinstitute.com/attendance.php	Moderate	ART Team Teachers School Social Worker	SWARM Referrals CHINS Referrals Attendance Contracts	Title I Survey Results Attendance Data	August 2022- May 2023	N/A	N/A
Implement student self monitoring of attendance data	https://www.parentinstitute.com/attendance.php	Strong	Students ART Team	Currency of data charts	Attendance Data	August 2022- May 2023	Attendance Charts	\$125
Incentivize attendance by providing more opportunities for positive recognition of students' weekly, monthly, and semester commitment to	https://www.pbisorg/school/tier1supp	Strong	ART Team Administration	Attendance Data	Attendance Data	August 2022- May 2023	Incentives for monthly celebrations	Title I - \$125 Donations from Community Partners

2022-2023 SCHOOL IMPROVEMENT PLAN

attend school	orts		School Social Worker					
Communicate consistently with parents regarding attendance, academic performance and other school related events	https://files.eric.ed.gov/fulltext/ED615917.pdf	Promising	Teachers Administration ART Team	Communication reports from IC	Attendance data and parent surveys	August 2022 – May 2023	Communication folders	\$500 – Title I

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 Grade 3 Language Arts EOG Georgia Milestones Assessment)	34%	34%	38%		42%		46%	
Increase the percentage of students scoring proficient or above on the Grade 4 Math EOG Georgia Milestones Assessment	43%	43%	47%		51%		55%	
Increase the percentage of students scoring proficient or above on the Grade 5 Science EOG Georgia Milestones Assessment	15%	15%	19%		23%		27%	

2022-2023 SCHOOL IMPROVEMENT PLAN

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
1	The teachers in K-3 rd grade will participate in ongoing Foundations professional learning.	August 2022-April 2023	\$3,900	Instructional Specialist Teachers	Classroom observations	The unit test class trackers will be used as a tool to monitor the use of Foundations.
2	The teachers will participate in professional learning on Number Talks.	August 2022-April 2023	N/A	Instructional Specialist Teachers Administrators	Classroom Observations Lesson Plans	Artifacts from lessons
2	Provide professional learning on the new mathematics curriculum and attend the Georgia Math Conference	July 2022-May 2024	\$1,960	Instructional Specialist Administrators	Lesson plans Classroom observations	Performance on DRC beacon testlets

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: McBean Elementary

Date: June 14, 2022

Planning Committee Members

Name	Position/Role	Signature
Crystal Middleton	Principal	<i>Crystal Middleton</i>
	Assistant Principal	
Kelly Harman	Teacher	
Katrina Prophet	Teacher	<i>Katrina Prophet</i>
Felicia Johnson	Teacher	<i>Felicia Johnson</i>
Shanette Settles	Teacher	<i>Shanette Settles</i>
	Teacher	
	Teacher	
Randall Williams	Instructional Specialist	
Jessica Lewis	School Social Worker	<i>Jessica Lewis</i>
LaTrina Mitchell	Guidance Counselor	<i>LaTrina Mitchell</i>
	Parent	
	Parent	
	EL Parent (if applicable)	
	Student (9 th -10 th) required	
	Student (11 th -12 th) 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.

March 18, 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 disadvantaged 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:	Students in economically disadvantaged households are less likely to be spoken to or read to on a regular basis causing them to have a limited vocabulary. The Sadlier vocabulary resources have been purchased to increase the student's vocabulary acquisition. The strategies implemented from the Sadlier resources will also assist with student's ability to read on grade level by 3 rd grade.
ESOL:	In recent years the English Learner (EL) population at McBean has increased. This population is also often disadvantaged. Title I funds are used to offer English Learner Parent Nights and provide resources for the parents in the Title I Parent Resource Room. The parent room contains handheld devices known as Study Buddy. The devices have cartridges in English and Spanish to provide remediation in reading and math skills.
Race/Ethnicity/Minority:	Students from minority and ethnic groups will be provided access to technology to enhance their learning as well as additional resources in the parent resource room that their parents/guardians will have access to. This will allow the students to receive additional support.
Students with Disabilities:	Students with disabilities will have access to enhanced technology and additional resources to support their deficiencies.

- 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;

We will implement a school-wide intervention for all students to allow teachers to focus on areas that students are deficient in as well as provide enrichment when necessary. Foundations is used to provide phonics and phonological awareness support. Instructional time is protected by limiting the disruptions in classrooms and only hosting necessary school wide events.

Title I Schoolwide Program



- 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;

Our counselor provides resources for the teachers to implement during Teachers As Advisors (TAA) as well as small group and individual sessions based on their personal needs; time management, grief, difficulties as a result of their living arrangement, and anger. Teachers also use the Sanford Harmony Social Emotional Learning resources to support mental health. The social worker also holds group sessions with the students to mentor them and focus on various social concerns the students may experience. We will also partner with Augusta University to provide mental health 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);

The school's counselor conducts classroom guidance sessions and discusses the following career clusters with the students; agriculture food and natural resources, architecture and construction, arts, AV technology and communications, business management and administration, education and training, energy, finance, government and public administration, health science, hospitality and tourism, human services, information technology, law, public safety, corrections and security, manufacturing, marketing, science, technology, engineering, mathematics and transportation, distribution and logistics. We also host Careers on Wheels to partner with various business to expose students to careers that they may not be familiar with.

- 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 response to intervention program is used to prevent and address behavior problems and the mental health team. Each grade level also has a behavior plan to prevent inappropriate behavior, address undesired behavior and reward appropriate behavior.

- 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;

Professional development will be provided by the instructional specialist based on the request of school administration, the teaching and learning department and request of the teachers to enhance the instruction being provided.

- 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.

Title I Schoolwide Program



Title I Schoolwide Program



to high school.

The students in the pre-k program will transition from the early education program beginning in March when the teacher begins to alter their daily schedule to resemble a kindergarten schedule. The students will also spend a day in the kindergarten classroom to assist them with transitioning.

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 school wide plan is frequently monitored and adjusted to meet the needs and request of the students, staff and community members.

- 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 school improvement plan for school year 2021-2022 was effective in increasing the achievement of students when comparing the beginning of the year i-Ready diagnostic data to the end of the year diagnostic data.

- 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 based on data from monitoring sources and input from all stakeholders (parents, teachers, staff and administrators).

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 29, 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.

12

CRM

Title I Schoolwide Program



Title I Schoolwide Program



- 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 CRM)

- 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.

CRM

- 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 wide plan is available in the front office, parent resource room, and the school's webpage.

- 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.	The Title I funds will be used to pay for an Instructional Specialist, student computers, instructional supplies, Accelerated Reader software, interactive boards, Moby Max, Sadlier Vocabulary resources, and Georgia testing preparation resources.
State Funds:	
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	
Local Professional Learning Funds	
Grants	

The students in the pre-k program will transition from the early education program beginning in March when the teacher begins to alter their daily schedule to resemble a kindergarten schedule. The students will also spend a day in the kindergarten classroom to assist them with transitioning.

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 school wide plan is frequently monitored and adjusted to meet the needs and request of the students, staff and community members.

- 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 school improvement plan for school year 2021-2022 was effective in increasing the achievement of students when comparing the beginning of the year i-Ready diagnostic data to the end of the year diagnostic data.

- 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 based on data from monitoring sources and input from all stakeholders (parents, teachers, staff and administrators).

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 29, 2022

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Title I Schoolwide Program

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 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.

- 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 wide plan is available in the front office, parent resource room, and the school's webpage.

- 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.	The Title I funds will be used to pay for an Instructional Specialist, student computers, instructional supplies, Accelerated Reader software, interactive boards, Moby Max, Sadlier Vocabulary resources, and Georgia testing preparation resources.
State Funds:	
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	
Local Professional Learning Funds	
Grants	

Title I Schoolwide Program



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/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:	
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						

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						