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| **NAME OF SCHOOL: Tobacco Road Elementary**  **PRINCIPAL: Ms. Sherrilyn Leverett** |
| **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.

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| **SIGNATURES:**  Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Federal Programs Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Revision Date: July 1, 2021 Revision Date: August 16, 2021 Revision Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

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| School: | **Tobacco Road Elementary** | | | | |
| Principal: | **Ms. Leverett** | | | | |
| Date Last Revised: | July 1, 2021 | Strategy Map Goal Area: | Student Achievement and Success | Strategy Map Performance Objective: | Improvement of literacy skills |

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| Initiative 1-Literacy (SMART Goal): | During the 2021-2022 school year, Tobacco Road Elementary will increase the overall percentage points by 10% of (K-5) students scoring proficient on the I-Ready Reading Diagnostic Assessment from 41% to 51%. | | | | | | | |
| **Evidence-Based Action Steps** | | **Link to ESSA Evidence (insert URL)** | **ESSA**  **Evidence Level (Strong, Moderate, Promising, Written Rationale)** | **Action Step Leader** | **Evidence of Effectiveness** | **Timeline for Implementation** | **Materials/Resources Needed (Include Professional Learning Needed)** | **Funding Source** |
| Implementation with fidelity of daily teaching in large, small group, intervention, and personalized learning settings using the required RCBOE framework of standards based on instructional expectations. | | <http://www.bestevidence.org/reading/tech/tech_strug_read.html> | Moderate | Instructional Specialist | Rubric for Instructional Block Expectations  Focus Walks and Observations | August 2021 –  May 2022 | Instructional Supplies, document cameras, promethean board, printers, laptops with cart, and ink | Title 1 - Part A 1003(a) funds, |
| Professional learning and unit planning will be provided on Growing Readers strategies, Canvas, MyOn, RAZ Kids, Capit, and Fundations for core instruction and intervention using evidence-based reading strategies.. | | <https://www.learninga-z.com/site/resources/research-and-efficacy/mcrel-study-razplus> | Strong | Instructional Specialist, Teaching and Learning Department, GOSA (Growing Readers Specialist) | Focus walk throughs; Professional Learning Matrix | August 2021 –  May 2022 | Endorsement fees, subs, computers, laptops, headphones, teacher laptops, laptop stands, wireless keyboards, I-Pads, RAZ software, conferences and summer PL | Title 1 - Part A 1003(a) funds |
| Teachers will also implement teacher read aloud, book talks/walks, reading interest inventories, and promote a variety of genres in their classroom. | | <http://www.bestevidence.org/reading/tech/tech_strug_read.html> | Moderate | Instructional Specialist | Focus Walks and Observations  Lesson Plans | August 2021 –  May 2022 | Classroom libraries | Title 1 - Part A 1003(a) funds |
| Teachers will implement a daily 30-minute writing block using resources from Write Score and Story Jumper to increase writing proficiency. | | [Write Score - The perfect solution for Writing and Reading Assessments](https://www.writescore.com/) | Strong | Assistant Principal and Instructional Specialist | Write Score Benchmark Assessments and writing samples | Sept. 2021; November 2021; February 2022; April 2022 | Write Score and Story Jumper | Title 1 - Part A 1003(a) funds |
| New teachers will participate in monthly professional learning sessions and collaborative planning with a defined focus in reading activities which include both small and whole group instruction. | | <https://www.edweek.org/ew/articles/2012/05/16/> | Promising | Administration | Teacher Keys Observations, Coaching Cycle Conferences | August 2021- May 2022 | First Days of School and Teach Like a Champion | Title 1 - Part A 1003(a) funds |
| Literacy para will work with K-2 small groups to support differentiation to design learning opportunities on students' instructional level. | | [essa\_teachers-paras.pdf (aft.org)](https://www.aft.org/sites/default/files/essa_teachers-paras.pdf) | Strong | Administration | Observations and Focus Walks | August 2021- May 2022 | Literacy Paraprofessional  Salary and Benefits | Title 1 - Part A 1003(a) funds |

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| School: | Tobacco Road Elementary | | | | | | | | | | |
| Principal: | Ms. Sherilynn Leverett | | | | | | | | | | |
| Date Last Revised: | July 1, 2021 | | Strategy Map Goal Area: | | Student Achievement  And Success | | | Strategy Map Performance Objective: | | Improvement of numeracy skills | |
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| Initiative 2-Math (SMART Goal): | During the 2021-2022 school year, Tobacco Road Elementary School will increase the overall percentage points by 10 of students scoring proficient on the I-Ready Math Diagnostic Assessment from 47% to 57%. | | | | | | | | | | |
| **Evidence-Based Action Steps** | | **Link to ESSA Evidence (insert URL)** | | **ESSA**  **Evidence Level (Strong, Moderate, Promising, Written Rationale)** | | **Action Step Leader** | **Evidence of Effectiveness** | | **Timeline for Implementation** | **Materials/Resources Needed (Include Professional Learning Needed)** | **Funding Source** |
| Professional learning will be provided by instructional specialists during collaborative planning to integrate the RCK12 Fluency games, Number Talks, Ready Math, GaDOE Math Framework activities, unit planning, and iReady online into the mathematics block | | <https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033_sum.pdf> | | Strong | | Instructional Specialist | Observations and Focus Walkthroughs | | August 2021 - May 2022 | Georgia Math Conference, Technology Conference and Summer PL, headphones, printers, computers, laptops, laptops, headphones, wireless keyboards, iPad cases, and math endorsement training | Title 1 - Part A 1003(a) funds |
| Teachers will participate in Ready Math professional learning sessions throughout the school year.  Teachers will implement Ready Math Curriculum with fidelity. | | <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf#page=32> | | Strong | | Instructional  Specialist and Assistant Principal | Lesson Plans, Analyzing student work, and observations | | August 2021 - May 2022 | Ready Math student workbooks | Title 1 - Part A 1003(a) funds |
| Refine instructional delivery for times of blended and remote learning utilizing Canvas and other instructional tools with a focus on personalized learning strategies for students. | | <https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033_sum.pdf> | | Strong | | Assistant Principal and Instructional Specialist | Lesson Plans, Analyzing student work, and observations | | August 2021 - May 2022 | Canvas, math endorsement and additional desktop computers | Title 1 - Part A 1003(a) funds |
| IXL, Focus Math kits and student workbooks will be used during intervention time. | | <https://www.savvas.com/index.cfm?locator=PS2y48&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=806&PMDbSubCategoryId=25741&PMDbSubjectAreaId=&PMDbProgramId=67361> | | Strong | | Assistant Principal and Instructional Specialist  E.I.P. lead teacher | Lesson Plans, Analyzing student work, and observations | | August 2021 - May 2022 | Focus Math student manipulative kits, Focus math books | Title 1 - Part A 1003(a) funds |
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| School: | Tobacco Road Elementary | | | | | | | | | | | |
| Principal: | Ms. Sherilyn Leverett | | | | | | | | | | | |
| Date Last Revised: | July 1, 2021 | | Strategy Map Goal Area: | | Operational Effectiveness | | | Strategy Map Performance Objective: | | | Improve the Safety and Orderliness of Environments | |
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| Initiative 3-Culture/Climate/Non-Academic (SMART Goal): | During the 2021-2022 school year, Tobacco Road Elementary will decrease office referrals by 20% We will increase our overall climate star rating from four stars to five stars. | | | | | | | | | | | |
| **Evidence-Based Action Steps** | | **Link to ESSA Evidence (insert URL)** | | **ESSA**  **Evidence Level (Strong, Moderate, Promising, Written Rationale)** | | **Action Step Leader** | **Evidence of Effectiveness** | | | **Timeline for Implementation** | **Materials/Resource Needed (Include Professional Learning Needed)** | **Funding Source** |
| Teachers and staff will implement PBIS Tier 1 strategies and framework with fidelity.  . | | <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf#page=35> | | Strong | | Dr. Gaillard and Ultra Didactic Educational Consultants  Instructional  Specialist | Focus Walks, Professional Learning Matrix | | August 2021 - May 2022 | | Ongoing PL with Ultra Didactic Educational Consultants  Move the Bus Books, Georgia School Counselors Association Conference, PBIS conference and Youth At Risk Conference. | Title 1 - Part A 1003(a) funds |
| Implement teachers as advisors' lessons bi-weekly to include Sandford-Harmony lessons, Panorama, monthly classroom guidance topics and daily STAR Talk. | | <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf> | | Strong Refer to page 50 | | School Guidance Counselor | Counselor Feedback forms from teachers Student work samples from Sandford Harmony | | August 2021 - May 2022 | | Supplies  Puppets for Classroom Guidance and STAR Talks | Title 1 - Part A 1003(a) funds |
| School-wide roll out Phase II of the PBIS program and Restorative Practice strategies to address the identified needs within the school learning environment.  Implement activities and provide incentives to promote positive behavior and improve attendance to include awards, prizes, parties. | | <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf#page=35> | | Strong | | PBIS Leader, and PBIS Team  Dr. Gaillard | Discipline Referral Reports, Monthly Attendance Report | | August 2021 - May 2022 | | Restorative Practices Training & PBIS Training  Ultra-Didactic Educational Consultation Services | Title 1 - Part A 1003(a) funds |

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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** | **Target Year 4** | **Actuals Year 4** | **Target Year 5** | **Actuals Year 5** |
| **(2018-2019)** | **(2019-2020)** | **(2020-**  **2021)** | **(2020-**  **2021)** | **(2021-**  **2022)** | **(2021-**  **2022)** | **(2022-**  **2023)** | **(2022-**  **2023)** | **(2023-**  **2024)** | **(2023-**  **2024)** | **(2024-**  **2025)** | **(2024-**  **2025)** |
| Increase the percentage of students reading on grade level by Grade 3 -5 Proficient or above on the Grade 3 Georgia Milestones ELA EOG) |  | 30 | 32 | 34 | 37 |  | 36 |  | 38 |  | 40 |  |
| Increase the percentage of students scoring on grade level in Math in Grades 3-5 (Proficient or above on the Grade 5Georgia Milestones ELA EOG) |  | 25 | 27 | 28 | 29 |  | 31 |  | 33 |  | 35 |  |
| Increase the percentage of students reading on grade level for Grades K-5 (Tier 3 I-Ready Reading) |  | 20 | 22 | 41 | 24 |  | 26 |  | 28 |  | 30 |  |
| Increase the percentage of students reading on grade level for Grades K-5 (Tier 3 I-Ready Math) |  | 15 | 18 | 30 | 20 |  | 22 |  | 24 |  | 26 |  |
| Increase the CCRPI Score to Meet or Exceed the school's SWISS CCRPI Target |  | 62.8 | 65 | n/a | 70 |  | 72 |  | 74 |  | 76 |  |

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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)/Position Responsible** | **Monitoring Teacher Implementation of PL** | **Evidence/Data of Impact on Student Learning** |
| 3 | Restorative Practices Social Emotional Professional Development Training | August 2021 – May 2022 | $4,500 | Dr. Gaillard and Ultra Didactic Consultants | Administration and Dr. Gaillard | Focus walks |
| 1, 2 | RCK12 Fluency Games, GaDOE Framework Activities, IXL, Ready Math and iReady online Instruction | August 2021 – May 2022 | $2,000  (IXL Site License est.) | Instructional Specialist and Administration | nstructional Specialist, Principal, Assistant Principal, Leadership Team |  |
| 1, 2, 3 | Model School Conference for July 2022 or virtual conference | July 2022 | $4,000  Title 1 | Leverett | Instructional Specialist, Principal, Assistant Principal, Leadership Team | Focus Walks |
| 1 | Growing Readers | need cost | Title 1 | Instructional Specialist, and Assistant Principal | Instructional Specialist, Principal, Assistant Principal, Leadership Team | Benchmark Assessment |
| 1, 2 | Professional Learning Provided by Instructional Specialist to support county initiatives | August 2021 – May 2022 | $6,000 | Instructional Specialist and Administration | Principal, Instructional Specialist | Focus walks |
| 1 | L4G Professional Learning and redelivery for staff | August 2021 – May 2022 | TBD | Williams, Spencer, Jackson | Principal, Assistant Principal, Instructional Specialist | Focus walks |

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| **School Name: Tobacco Road Elementary** | | |
| **Date: July 1, 2021** | | |
| **Planning Committee Members** | | |
| **Name** | **Position/Role** | **Signature** |
| Sherilynn T. Leverett | Principal |  |
| Jennifer McKinney-Evans | Assistant Principal |  |
| Dana Jackson | Instructional Specialist |  |
|  | Counselor |  |
|  | Teacher |  |
|  | Teacher |  |
|  | Teacher |  |
|  | Teacher |  |
|  | Teacher |  |
|  | Family Facilitator |  |
|  | Teacher |  |
|  | Parent |  |
|  | Parent |  |
|  | Parent |  |
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Note\*\* All parents are invited and more students are encouraged to participate in the schoolwide planning process.

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.

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1. **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: | Title 1 ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. |
| ESOL: | Instructional tests and services are made available through the ESOL teacher to meet the needs of ESOL students. |
| Race/Ethnicity/Minority: | Title 1 ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach a minimum proficiency on challenging state academic achievement standards and state academic assessments. |
| Students with Disabilities: | Title 1 ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach a minimum proficiency on challenging state academic achievement standards and state academic assessments. |

* + 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;

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| Tobacco Road Elementary utilizes Benchmark Literacy in grades K- 5 which involves 120 minutes of literacy instruction. The instructional program targets the five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students receive whole-group and small group instruction in a variety of teaching and learning stations. In addition, students receive thirty minutes of intervention. Based on the grade level Fundations/Capit, I-Ready Reading, IXL, Word Study, Start-Up, Build-Up and Spiral-Up kits are used to support the differentiated instructional time. We also offer a well-balanced language arts curriculum which includes writing, grammar, and communication skills. Our writing program incorporates writing portfolios, writing assignments, and writing across the curriculum. Our school’s mathematics instruction utilizes the Envision series. The current textbook materials support mathematics instruction, which includes students with disabilities A Pyramid of Interventions for math is used through i-Ready Testing. Once the 10th percentiles of our students are identified, they are tracked and referred to the Response to Intervention (RTI) team. Students receive thirty minutes of daily reading or math intervention using I-Ready Math. Benchmark and common assessments are also provided in an effort to determine students’ progress and aid instruction. One of the school’s reform efforts for the current year includes working to improve students’ performance in mathematics and reading. |

* + 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;

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| Individual and small group counseling will be provided as needed.  Classroom guidance will be provided monthly to students based on grade centered learning objectives and goals.   Teachers will participate in the Teachers as Advisors program monthly to advise students on academic, social, and future planning issues. |

* 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);

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| Students will be prepared for and made aware of opportunities for postsecondary education and the workforce through career days and monthly advisement.  Students will participate in career awareness activities listed as an indicator on the CCRPI that have been developed to assist student with career awareness. |

* 1. 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.);

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| Use of Restorative Practices, implementation of the schoolwide discipline program, PBIS game room, quarterly Reboots, behavior intervention room, behavior specialist, and incentives and parties |

* 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;

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| Professional development and other activities for the teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment include aligned professional learning matrix to the school improvement plan, implementation of a new teacher academy, math and reading endorsements, and weekly professional learning activities. |

* 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.

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| Kindergarten Readiness is ongoing throughout the year in our Georgia Pre-K Program at Tobacco Road Elementary.  At the beginning of the school year, cooperative learning strategies are implemented to encourage positive and social interaction.  The children participate in small group activities that promote academic growth and independence.   The Work Sampling System is a formative assessment used in Georgia Pre-K classrooms to measure children’s progress in seven domains of learning.  Teachers assess children throughout the year and use the data to individualize instruction and provide guidance to families. Tobacco Road Elementary Georgia Pre-K Program is designed to prepare children to enter school ready to learn.  Students are given vicarious learning experiences that are promoted and supported with social agencies, community partners, and private sector representatives who share a common goal for preparing students to transition from Pre-K to kindergarten.  The Georgia Pre-K standards are used as the guidelines for ensuring the goals and objectives are met in the eight domains.  Pre-K and kindergarten teachers at TMES work collaboratively to promote a smooth and successful transition.  Visits to the kindergarten classes are scheduled on a rotating basis to help students become acclimated to the process.  Students in the Pre-K program participate in kindergarten activities, which afford them the opportunity to bond with the kindergarten teacher and other students.  Students are paired with buddy classes that work to build relationship and team building activities. Parent workshops are conducted to help parents become full partners in the education of their children by learning about child development and child rearing issues. |

1. **Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26**
2. 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?

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| Tobacco Road Elementary will address the regular monitoring and implementation of the schoolwide program through the use of the 90 Day action, monitoring benchmark data, weekly collaborative planning, data analysis of weekly formative assessments and growth checks for I-Ready Reading and Math. |

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.

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| Based on the previous year’s School Improvement Plan, Tobacco Road Elementary made gains in Reading and Math for Tier 3 students as identified from I-Ready assessments and decreased the number of discipline referrals. |

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.

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| The schoolwide plan will be revised as needed based on growth check and universal screener data to ensure continuous improvement of students in the schoolwide program. |

1. **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.

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1. **Schoolwide Plan Development – Section 1114(b)(1-5)**
2. 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.
3. 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.
4. 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.
5. 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?

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| We will involve parents in the planning, review and improvement of the school wide plan.  We will extend an invitation to all parents to attend the School Wide Strategic Planning Meeting. Parents will have a voice at the Annual Title 1 Parental Involvement Informational Meeting.  There is an open-door policy in place for parents to visit our Parent Center.  We will conduct an annual meeting to inform parents about the school’s Title I program, the nature of the Title I program, the school parental involvement policy, the schoolwide plan, and the school-parent compact.  Flyers are sent home to invite all parents to attend all Title 1 meetings.  Information is posted on the school’s marquee and website to promote all school meetings.  We will provide materials and training to assist parents with their child to improve their academic performance.   Trainings will be provided that focus on strategies to foster parental involvement, literacy training and technology integration. |

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. | Literacy Paraprofessional  Restorative Practices and PBIS Consultive Training |
| State Funds: |  |
| Reduced Class Size (If applicable) |  |
| School Improvement Grant (If applicable) |  |
| Local Professional Learning Funds |  |
| Grants |  |

Funding Source and Resources provided:

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

**Written Rationale (Dependent on ESSA Evidence Level)**

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification. ESSA recognizes four levels of evidence:

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

The following links can be utilized for evidence: <http://www.bestevidence.org/search.cfm> <https://ies.ed.gov/ncee/wwc/>  [https://evidenceforessa.org](https://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** |  | | | | | | |