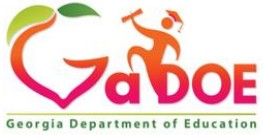


2022-2023 SCHOOL IMPROVEMENT PLAN



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

Provide training help them with the use of notebooks to in vocabulary the data

to teachers to assist students data track progress and to analyze

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 _____

2022-2023 SCHOOL IMPROVEMENT PLAN

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

2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Goshen Elementary School				
Principal:	Mrs. Meredith Godowns				
Date Last Revised:		Strategy Map Goal Area:	High Academic Achievement and Success for All	Strategy Map Performance Objective:	Improve student performance at or above grade level

Initiative 1-Literacy (SMART Goal):	By May 2023, 50% of K-5 students will be on grade level in the domain of vocabulary as measured by the spring 2023 I-ready reading diagnostic scores.				
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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 PL to teachers on implementing the Sadlier Oxford Vocabulary program as well as the strategies from the Jennifer Serravallo book	https://www.nichd.nih.gov/sites/default/files/publications/publications/nrp/Documents/report.pdf	Strong	Instructional Specialist Principal	Walkthroughs, teacher implementation checklists, observations, lesson plans	iReady data; CMAs	October 2022	Professional learning, additional Sadlier material and the digital component to the series	Title one \$3500
A tutor will assist with implementing intervention to students who are below level in vocabulary.	https://eric.ed.gov/?q=small+group+tutoring+for+reading+support&id=ED608491	strong	Instructional Specialist Principal	Growth and progress monitoring data	progress monitoring classroom assessment data and iReady data	August 2022-May 2023	Notebooks Copy paper Cardstock Games Game pieces File folders	Title One \$9,250-Salary \$1,000-Supplies

2022-2023 SCHOOL IMPROVEMENT PLAN

<p>Provide training to teachers to help them assist students with the use of data notebooks to track progress in vocabulary and to analyze the data</p>	<p>https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf</p>	<p>Promising</p>	<p>EIP Teachers Instructional Specialist</p>	<p>3-5 sample data notebooks each grading period with different student books each period</p>	<p>Teacher vocabulary assessments and I-ready data</p>	<p>August 2022, September, 2022 and October 2022</p>	<p>Notebooks Copy paper</p>	<p>Title one \$500</p>
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2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Goshen Elementary School							
Principal:	Mrs. Meredith Godowns							
Date Last Revised:		Strategy Map Goal Area:	High Academic Achievement and Success for All	Strategy Map Performance Objective:	Improve student performance at or above grade level			
Initiative 2-Math (SMART E Goal):	By May 2023, 50% of K-5 students will be on grade level in the domain of Numbers and Operations as measured by the Spring 2023 I-Ready Math diagnostic scores.							
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 professional learning to teachers on implementing the 3-Read strategy in math and using math tools during instruction.	https://www.ericdigests.org/2004-3/math.html https://files.eric.ed.gov/fulltext/EJ1160704.pdf	Strong	Instructional Specialist Principal	Survey/Feedback results from PL, Leadership Focus Walk observation checklist	iReady data	September 2022-March 2023	Professional learning,	Title 1 \$10,000
Assign a tutor to students needing additional math support.	https://eric.ed.gov/?id=ED536317	Strong	Instructional Specialist Principal	Growth and Progress monitoring data	progress monitoring classroom assessment data and iReady data	August 2022-May 2023	Tutor salary Notebook paper File folders Game pieces Games Cardstock	Title 1 Salary \$9,250 Supplies \$1,000
Facilitate data meetings to analyze data aligned to the domain of Numbers and Operations	https://www.nwmissouri.edu/library/research	Promising	EIP Teachers Instructional Specialist	3-5 sample data notebooks each grading period with different student	Teacher number sense assessments and iReady data	August 2022, September 2022, October 2022	Notebooks Paper Dividers	Title 1 \$1,000

2022-2023 SCHOOL IMPROVEMENT PLAN

	papers/2014/Peacock,%20Jeanne.pdf			books each period				
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2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Goshen Elementary School							
Principal:	Meredith Godowns							
Date Last Revised:		Strategy Map Goal Area:	Culture and Climate	Strategy Map Performance Objective:	Ensure a positive technology-based learning and working environment			
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	By May 2023, 100% of teachers at Goshen will have integrated technology across the curriculum at least twice monthly as determined by the technology integration document tool.							
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 and utilize a technology integration document tool.	https://www.evidenceforessa.org/programs/math/alabama-math-science-and-technology-initiative-elementary	Promising	Assistant Principal, Principal, Instructional Specialist	Checklists, rubrics, feedback	iReady data	September 2022	Paper, markers, notepads	Title 1 \$ 250
Provide professional learning on integrating technology across the curriculum	https://ies.ed.gov/ncee/rel/Project/4599	Promising	Assistant Principal, Principal, Instructional Specialist	Lesson Plans, Walkthroughs, Observations	Surveys, feedback, lesson plans, observations, walkthroughs, iReady data	September 2022, October 2022, November 2022	EIE Kits, headphones	Title 1 \$20,000
Provide digital citizenship training for teachers and students as well as training to enhance student keyboarding	https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAR	Promising	Media Specialist, Instructional	Surveys, feedback, checklists, lesson plans, observations,	Feedback from lessons, checklists and surveys, iReady data	September 2022, October 2022, November	Notebooks, paper, markers, notebooks,	Title 1 \$5500

2022-2023 SCHOOL IMPROVEMENT PLAN

<p>skills.</p> <p>Topics include: Media Balance and Well-Being, Privacy and Security, Digital Footprint and Identity, Relationships and Communication, Cyberbullying, Digital Drama and Hate Speech, and News and Media Literacy.</p>	EL/Response/141		Specialist, Counselor	Walkthroughs. Student keyboarding mastery assessments		,2022	Keyboarding software	
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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	2023-2024	2023-2024	2024-2025	2024-2025
Increase the percentage of students reading on grade level by Grade 3 (Proficient or Above on the Grade 3 Georgia Milestones ELA EOG)	52.0%	52.0%	53.56%		55.17%		56.82%	
Increase the percentage of students scoring Proficient or Above on the Grade 3 Georgia Milestones Math EOG	67%	67%	69.01%		71.08%		73.21%	
Increase the percentage of students reading on grade level by Grade 4 (Proficient or Above on the Grade 4 Georgia Milestones ELA EOG)	39.1%	39.1%	40.27%		41.48%		42.73%	
Increase the percentage of students scoring Proficient or Above on the Grade 4 Georgia Milestones Math EOG	58%	58%	59.74%		61.53%		63.34%	
Increase the percentage of students reading on grade level by Grade 5 (Proficient or Above on the Grade 5 Georgia Milestones ELA EOG)	59.9%	59.9%	61.7%		63.55%		65.45%	
Increase the percentage of students scoring Proficient or Above on the Grade 5 Georgia Milestones Math EOG	44.5%	44.5%	45.84%		47.21%		48.62%	
Increase the CCRPI score to meet or	50.6%	50.6%	52.12%		53.68%		55.29%	

2022-2023 SCHOOL IMPROVEMENT PLAN

exceed the school's SWSS CCRPI Target								
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I-Ready Diagnostic (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 on grade-level in the domain of vocabulary as measured by the I-Ready diagnostic	19%	38%	39.14%		40.31%		41.52%	
Increase the percentage of students on grade-level in the domain of numbers and operations as measured by the I-Ready diagnostic	8%	39%	40.17%		41.37%		42.61%	
Increase the number of teachers implementing technology twice monthly as determined by the technology integration tool	NA	NA						

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
Initiative 1-Literacy	<p>Planning a vocabulary lesson which includes: unpacking the standards identifying vocabulary across subject areas (using Sadlier Oxford) choosing good read alouds with Tier 2 words using learning focused strategies (Using the book-Reading and Writing Strategies by Jennifer Serravallo, Goal 11 pp296-323)</p> <p>Provide training to K-5 teachers on creating and monitoring student data folders</p>	August 2022-December 2022	<p>\$500 – to purchase additional J. Serravallo books.</p> <p>\$1,000 Sadlier professional learning</p> <p>\$500 – folders for data notebooks</p> <p>https://www.staples.com/Oxford-School-Grade-Twin-Pocket-Folders-with-Fasteners-100-Box-ESS50764/product_2659580</p>	<p>Barnes/Instructional Specialist</p> <p>Sosebee/EIP Teacher</p> <p>Sisk/EIP Teacher</p> <p>Garrett/EIP Teacher</p>	Barnes/Instructional Specialist	<p>Lesson plans – identify read alouds, identify reading and writing strategies</p> <p>Class set of data notebooks</p> <p>Teacher data notebook</p>
Initiative 2-Numeracy	Provide professional learning to all K-5 teachers on using math tools during instruction	September 2022-March 2023	\$10,000	Barnes/Instructional Specialist	Godowns/Principal Barnes/Instructional Specialist	Implementation of math tools in lessons
Initiative 2-Numeracy	Provide training to teachers to help them record and track data aligned with the domain of Numbers and Operations.	September 2022-March 2023	Folders (same as literacy folders)	Sosebee/EIP Teacher Sisk/EIP Teacher	Ford/Assistant Principal Barnes/Instructional Specialist	<p>Class set of data notebooks</p> <p>Teacher data notebook</p>
Initiative 3-Technology	Provide professional learning to classroom teachers on best practices for implementing technology into high-quality instructional activities.	September 2022-February 2023	\$0	Cross/Media Specialist	Barnes/Instructional Specialist Cross/Media Specialist	Observation of lessons with technology integration
	Provide digital citizenship training for teachers and students as well as training to enhance student keyboarding skills.	October 2022-March 2023	\$3196	Cross/Media Specialist	Barnes/Instructional Specialist	Check sheet indicating the date each digital citizen. Edu-typing keyboarding

2022-2023 SCHOOL IMPROVEMENT PLAN						
Initiative 3- Technology	Topics include Media Balance and Well-Being, Privacy and Security, Digital Footprint and Identity, Relationships and Communication, Cyberbullying, Digital Drama and Hate Speech, and News and Media Literacy.				Cross/Media Specialist	software program.

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:

Date:

Planning Committee Members

Name	Position/Role	Signature
Meredith Godowns	Principal	
Jermeka Ford	Assistant Principal	
Amelia Barnes	Instructional Specialist	
Keri Cross	Media Specialist	
Tameka Brown	Counselor	
Christine Sisk	Teacher	
Brittnye Sosebee	Teacher	
Janice McCleery	Teacher	
Ingrid Garrett	Teacher	
	Family Facilitator	
	Teacher	
	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.

June 13, 2022

2. Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs:

- a) Describe how such strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

Economically Disadvantage:	Tier one instruction is essential to student success. Student reading outcomes can be improved tremendously by intentional and explicit planning of both literacy and numeracy instruction. Providing professional learning to all K-5 teachers on planning consistent daily vocabulary and numeracy lessons is a strong indicator of student success. Providing students personalized learning activities coupled with explicit instruction will help them to link prior knowledge and create meaning for them.
ESOL:	The school continues to communicate, collaborate and be committed to increasing English language proficiency levels of all English learners in grades PK-5. The responsibility for ESOL students, both in language and academic content, is shared by regular classroom teachers and the ESOL teacher. Individual as well as group parent conferences are offered with the assistance of the Student Support Services to ensure full opportunities for parents of limited English proficiency in a language that they can understand. Providing this group with learning focused strategies in both vocabulary and number sense will help them internalize what is being asked of them.
Race/Ethnicity/Minority:	To teach vocabulary to students with different diversity, GES is determined to find an effective way to address the needs of students from various cultural backgrounds. Focusing on learning focused strategies is to find words that are relevant and can be remembered and used every day to make sense. By taking a systematic approach to vocabulary and numeracy, students will be able to construct meaning. Students must be taught strategies and cues to make sense of the words in and out of context.
Students with Disabilities:	GES has been identified as a TSI school which allows us to target our subgroup-students with disabilities and to plan a more strategic plan for 90 days. Providing instruction on focused strategies will help teachers give students short term goals that can be easily attained. Learners will see

Title I Schoolwide Program



vocabulary as a part of their language learning and can use it to assist them in measuring their progress.

- 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 evidenced-based practices that fall under one of the four Tiers-strong, moderate, promising, or demonstrates a rationale. The greatest improvement in student achievement has been found associated with professional development. Teachers who work together on a particular set of practices over a sustained time will show more growth with their students. Professional development that is aligned with the school improvement plan and supported by coaching, modeling and feedback improves teachers' skills and student outcomes.

- 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;

GES provides an environment for prevention, intervention, positive development and regular communication between the school and families. We offer support and caring relationships to our students and parents. School employed mental health professionals (i.e., school psychologist, school counselors, nurses and social workers) are available to assist both staff, students and families with a multi-tiered system of support.

- 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);

Teachers and students receive guidance information in a variety of ways which include career exploration and awareness through monthly lessons, Career Day and Teachers as Advisors. Goshen is working toward STEAM certification which allows us to provide students with opportunities that focus on the ARTS, science, technology, engineering and mathematics.

- 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.);

Title I Schoolwide Program

At GES, multi-tier levels of support are in place for attendance, academics, and behavior concerns. Tier 1 provides school-wide expectations and acknowledgements, Tier 2 targets practices that address needs of students with challenges, and Tier 3 provides more individualized and persistent support. Such examples are attendance contracts, incentives, competitions, flowcharts outlining expectations and interventions at the teacher, guidance and administrative level, RTI, 504, school team data analysis, and collaborative planning.

- 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;

Using multiple means of data, job-embedded learning is provided during collaborative planning weekly and monthly, which includes: Choosing Learning Vocabulary, Number Sense and Writing Strategies, Monitoring Student Data and Goals, Choosing Good Read Alouds, Using Math Tools during Math Instruction, implementing a Typing Program with students, Utilizing Research-Based Reading Strategies (Jennifer Serravallo). Teachers and students will regularly monitor data using Universal Benchmarks, growth monitoring, and teacher created assessments.

- 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.

GES has two preschool classrooms as well as a special education PreK classroom that provides educational services to our preschoolers and is valued by the community. Teachers provide several open houses for parents and students to meet the teacher and to receive information about the program, food services and transportation. In the spring, there is an orientation for all rising kindergarten students and their parents so that they can be better prepared for the transition. Students will be provided opportunities to visit Kindergarten teachers and classrooms to learn routines and expectations. All incoming students are screened to assess readiness levels so that students in need of intervention are identified early.

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?

Title I Schoolwide Program



Based on the 2021-2022 past school observations, surveys from teachers, discussions during collaborative times, and the needs assessment, GES will continue to monitor reading and math using i-Ready instructional levels and teacher-created assessments. These assessments will focus on vocabulary and foundational number sense and target teaching in context, not isolation. The intention is that grade-level teams of teachers work together to identify lists of targeted conceptual vocabulary for each disciplinary unit and use multiple measures to capture the student's vocabulary knowledge.

- 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.

Last year's SIP provided us with a start to evidence-based steps in vocabulary and number sense. GES was able to monitor and implement quality teacher-created vocabulary and numeracy assessments. Personalized learning opportunities were increased with the implementation of our 1:1 PowerUp initiative. Teacher attendance was monitored and rewarded, leading to a successful first semester. However, due to an increase in Covid and other extenuating circumstances, second-semester teacher attendance rates decreased. After-school professional learning sessions were attended by teachers across all grade levels and provided a foundation for disseminating research-based vocabulary and numeracy strategies throughout the school. This has increased vocabulary scores from 19% at the beginning of the year to 38% at the end of the year. Numbers and Operations scores increased from 8% to 39% on grade level by the end of the year as indicated by the I-Ready EOY diagnostic.

- 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.

Now that schedules and professional learning topics have been developed, the instructional team can move forward to add more steps in number sense and vocabulary research-based concepts. This will assist teachers in providing students with explicit steps in completing assignments and understanding what is expected of them. Building on this prior knowledge, teachers will now be able to integrate technology to enhance their instruction across all academic areas.

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.

Date: March 3, 2022

Title I Schoolwide Program

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. MG

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 MG

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.

MG

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? MG

The Title I Parental Parent and Family Engagement Policy was revised in **February 18th of 2021**. It ensures that all information will be published in a language that all parents can understand and will be disseminated through newsletters, workshops, flyers, school web pages, Shout Point, bulletin boards in a timely manner.

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	Title I funds will be spent: 3 Ring Binder, Copy paper, dividers, 2 pocket folders, Sadlier Oxford Vocabulary Books, Vocabulary Development Photo Card Libraries, Read Alouds, Dot Cards, Rekenreks, Writing Strategies book by Jennifer Serravallo, Technology including Coach Digital and edu-typing software and supports, card stock, chart paper,

Title I Schoolwide Program



purchasing this year.	markers, buckets for stations, Ziploc bags, plastic game pieces, clear spinners
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://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						