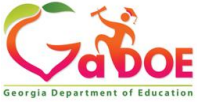


## 2021-2022 SCHOOL IMPROVEMENT PLAN



<b>NAME OF SCHOOL: MEADOWBROOK ELEMENTARY</b> <b>PRINCIPAL: DR. BETTINA KYLER</b>
<b>NAME OF DISTRICT: Richmond County School System</b>
<b>SUPERINTENDENT: Dr. Kenneth Bradshaw</b>
<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 checked="" 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>

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

<b>SIGNATURES:</b>
Superintendent _____ Date _____
Principal Supervisor _____ Date _____
Principal _____ Date _____
Federal Programs Director _____ Date _____

Revision Date: **June 30, 2021**   Revision Date: **October 28, 2021**   Revision Date: \_\_\_\_\_

## 2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Meadowbrook Elementary				
Principal:	Dr. Bettina Kyler				
Date Last Revised:	6.30.2021 10.28.21	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve Literacy and numeracy skills.

Initiative 1-Literacy (SMART Goal):	Meadowbrook will increase the percentage of students scoring at or above grade level in reading by 3 percentage points through support and PL in research-based literacy/reading strategies as measured by iReady and GAMS data.
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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
Teachers will incorporate the use of content specific vocabulary for each instructional unit and incorporate the use of interactive Word Walls.	<a href="https://ifes.ed.gov/ncee/edlabs/regions/appalachia/events/materials/02_REL-AP_4-2-6-2_Presentations_122117_Acc.pdf">https://ifes.ed.gov/ncee/edlabs/regions/appalachia/events/materials/02_REL-AP_4-2-6-2_Presentations_122117_Acc.pdf</a>	MODERATE	ASIS Admins Teachers	Observations Pre-Posttests Lesson Plans	Daily: August 9, 2021 - May 13, 2022	Post-It Notes Index Cards	Title 1
New and waiver teachers will complete virtual/site-based PL monthly in addition to district provided PL, with mentor and admin support bi-weekly on evidence based practices to increase student achievement. (See District PL Calendar/School PL plan.)	<a href="https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_foundationalreading_040717.pdf#page=38">https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_foundationalreading_040717.pdf#page=38</a>	MODERATE	ASIS Admins Teachers	Professional Learning Notes, Sign-In Sheets, Observations, and Teacher Reflections	Monthly: 4 <sup>th</sup> Wednesday of each month August 11, 2021- May 11, 2022	Notebooks Post-It Notes Jump-drives Paper Chart tablets Markers/Pens	Title 1
Teachers will incorporate Canvas and See-Saw into the instructional model a minimum of 3 times a week.	RCSS Learning Management System	STRONG	ASIS Admins Teachers	Lesson Plans Observations Student work	Daily: August 9, 2021-May 13, 2022	Additional Activ Boards	Title 1

## 2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Meadowbrook Elementary						
Principal:	Dr. Bettina Kyler						
Date Last Revised:	6.30.2021 10.28.21	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve early literacy and numeracy skills.		
Initiative 2-Math (SMART Goal):	Meadowbrook will increase the percentage of students scoring at or above grade level in math by 3 percentage points through support and PL in research-based numeracy/mathematical strategies as measured by iReady and GAMS data.						
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
Students will engage in 10 minutes of Number Talks daily.	<a href="http://www.insidemathematics.org/classroom-videos/number-talk">www.insidemathematics.org/classroom-videos/number-talk</a>	STRONG	ASIS AP Principal Teachers	Classroom observations, anchor charts and lesson plans	Daily: Augusta 9, 2021- May 13, 2022	Additional Number Talks books  Additional Activ Boards	Title 1
Teachers will receive professional learning on evidence-based practices to increase student achievement. Topics are explicit instruction, visual representations, use of manipulatives, schematic instruction, metacognitive strategies, and effective classroom practices	<a href="https://iris.peabody.vanderbilt.edu/module/math/cresource/q2/p04/#content">https://iris.peabody.vanderbilt.edu/module/math/cresource/q2/p04/#content</a>	MODERATE	ASIS AP Principal Teachers	Agendas, Sign-In sheets, lesson plans, classroom observations, videos and peer observation	Monthly on Mondays August 9, 2021- May 9, 2022	Chart Tablets Markers Paper	Title 1
Teachers will incorporate the use of content specific vocabulary for each instructional unit.	<a href="https://ifes.ed.gov/ncee/edLabs/regions/appalachia/events/materials/02_REL-AP_4-2-6-2_Presentations_122117_Acc.pdf">https://ifes.ed.gov/ncee/edLabs/regions/appalachia/events/materials/02_REL-AP_4-2-6-2_Presentations_122117_Acc.pdf</a>	MODERATE	ASIS AP Principal Teachers	Lesson Plans Observation Pre/Posttests	Daily: Augusta 9, 2021- May 13, 2022	Post-It Notes Index Cards	Title 1

## 2021-2022 SCHOOL IMPROVEMENT PLAN

School:	Meadowbrook Elementary						
Principal:	Dr. Bettina Kyler						
Date Last Revised:	6.30.2021 10.28.21	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Improve early literacy and numeracy skills		
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	Meadowbrook will increase the Culture, Climate and Social/Emotional behaviors of the building by 3 percentage points through SEL support and PL as measured by survey data.						
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
Build Social Emotional Learning by providing Professional Learning to build awareness, commitment and ownership in teachers.	<a href="https://schoolguidance.casel.org/how-it-works/">https://schoolguidance.casel.org/how-it-works/</a>	STRONG	Counselor ASIS Admins	Agenda Sign-In Sheets PL Artifacts Calendars	Monthly: 1 <sup>st</sup> Friday August 9, 2021 – May 13, 2022	Agendas Minutes SEL Reading Materials Chart Tablets	Title 1
Implement a 10-minute technology-based social emotional learning lesson daily.	<a href="https://www.sanfordharmony.org">https://www.sanfordharmony.org</a>	STRONG	Parent Facilitator Social Worker	Lesson Plans 30-day Action Plans	Daily: August 9, 2021 – May 13, 2022	Manipulatives SEL Reading Materials  Additional Activ Boards	Title 1
Build foundational support by establishing an SEL team and meet monthly to continuously build awareness, commitment to, ownership of and develop a communications strategy regarding social emotional learning while driving school-wide implementation.	<a href="https://schoolguidance.casel.org/how-it-works/">https://schoolguidance.casel.org/how-it-works/</a>	STRONG	Counselor ASIS Admins	Agenda Sign-In Sheets PL Artifacts Calendars	Monthly: 3 <sup>rd</sup> Monday August 9, 2021 – May 13, 2022	Agendas Minutes Observations SEL Reading Materials Chart Tablets	Title 1

## 2021-2022 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	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 (Proficient or above on the Grade 3 Georgia Milestones ELA EOG)	13%	N/A	13%	6%	9%							
Increase the percentage of students scoring Proficient or above on Grade 4 Georgia Milestones Math EOG	11%	N/A	11%	10%	13%							
Increase the percentage of students scoring Proficient or above on Grade 5 Georgia Milestones Science EOG	4%	N/A	4%	5%	8%							
Increase the percentage of students scoring Proficient or above on Grade 5 Georgia Milestones Social Studies EOG	5%	N/A	5%	N/A	8%							
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	66.9	66.9	66.9	66.9	69							

## 2021-2022 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
1,2	New and waiver teachers Refresher for staff  <b>High Impact Teaching Strategies</b>	Bi-Weekly 2 <sup>nd</sup> and 4 <sup>th</sup> Wednesday August 11, 2021-May 11, 2022	Title 1 Notebooks Post-it Notes Pens	ASIS Admins Teachers	30-day Action Plans Lesson Plans Walk-thrus Peer Observations	Student Assessment Data Progress Monitoring Walk-thru Data
1,2	<b>Effective Use of Interactive Word Walls</b>  <span style="color: red;">Part 3</span>  <span style="color: red;">Follow-up PL's will be recorded and placed in Canvas for teacher completion.</span>	Monthly 2 <sup>nd</sup> Monday August 9, 2021- October 4, 2021 (10/10/21)	Title 1 Chart Tablets Post-it Notes Index Cards	ASIS Admins Teachers	Lesson Plans Observations Walk-thrus	Student Assessment Data Progress Monitoring Walk-thru Data
2	<b>Researched-Based Math Strategies</b>	Monthly 1 <sup>st</sup> Mondays August 4, 2021-May 9, 2022	Title 1 Chart Tablets Post-it Notes Index Cards Number Talks Books	ASIS Admins Teachers	Lesson Plans Observations Walk-thrus	Student Assessment Data Progress Monitoring Walk-thru Data
1,2,3	New and Waiver Teachers <b>Class DoJo</b>	August 2, 2021 <span style="color: red;">COMPLETED</span>	N/A	ASIS Admin Teachers	System Reports Observations	Behavior Referrals Counseling Referrals Walk-thru Data
3	<b>Building Social Emotional Learning</b>	Monthly 1 <sup>st</sup> Friday August 13, 2021-May 6, 2022		Counselor Admins Teachers		
1,2,3	<b>Co-Teaching with SPED</b>	November 3, 2021 <span style="color: red;">COMPLETED</span>	Title 1 Additional Books Chart Tablets Markers Post-it Notes	ASIS Admins Teachers	Lesson Plans Observations Walk-thrus	Student Assessment Data Progress Monitoring Walk-thru Data

**Commented [KB2]:** Meeting Date changed to Wednesdays.

**Commented [KB1]:** Videos are due for Part 3

**2021-2022 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
1,2	<b>Creating Learning Targets</b>	Oct. 2021	Title 1 Notebooks Post-it Notes Pens	ASIS Admins Teachers	Lesson Plans Walk-thrus Peer Observations	Student Assessment Data Progress Monitoring Walk-thru Data
1,2	<b>Effective Collaborative Teaching</b>	Nov. 3, 2021	Title 1 Chart Tablets Post-it Notes Index Cards	ASIS Admins Teachers	Lesson Plans Observations Walk-thrus	Student Assessment Data Progress Monitoring Walk-thru Data
2				ASIS Admins Teachers	Lesson Plans Observations Walk-thrus	Student Assessment Data Progress Monitoring Walk-thru Data
1,2,3				ASIS Admin Teachers	System Reports Observations	
3				Counselor Admins Teachers		
1				ASIS Admins Teachers	Lesson Plans Observations Walk-thrus	Student Assessment Data Progress Monitoring Walk-thru Data

## 2021-2022 SCHOOL IMPROVEMENT PLAN

**School Name: Meadowbrook Elementary**

**Date: June 30, 2021**

**Planning Committee Members**

<b>Name</b>	<b>Position/Role</b>	<b>Signature</b>
Dr. Bettina Kyler	Principal	
Alicia Mahoney	Assistant Principal	
Kelly Laschober	Teacher	
Marie Gilbert	Teacher	
Angenette Singfield	Teacher	
Keith Armstrong	Teacher	
Briana Edwards	Teacher	
Tausha Jennedy	Teacher	
Myia Aigbogun	Teacher	
Tara Munns	Family Facilitator	
Patrice Dukes	Instructional Support Coach	
Janice Curry	Parent	
Tiffany Smith	Parent	
	Parent	
N/A	Student (9 <sup>th</sup> -10 <sup>th</sup> )	
N/A	Student (11 <sup>th</sup> -12 <sup>th</sup> )	

Note\*\* All parents are invited and more students are encouraged to participate in the school-wide 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.

July 1, 2021

## 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:	Data analysis is completed to determine subgroups and learning gaps for students. With the disruption of Covid, learning and instruction have been greatly affected. Based on our data, it is apparent that learning loss occurred more in reading than in math. As a result, teachers will focus on teaching grade level material Monday, Tuesday and Wednesday, while focusing on intervention and learning gaps Thursday and Friday. Technology resources will be utilized daily to close technology gaps. With the district moving to 1:1 technology, students will have more access while in class.
ESOL:	ESOL students are served by an ESOL teacher utilizing the pull-out model. Students who continue to struggle are also provided intervention in the classroom. WIDA is used to determine eligibility for students whose survey says English is not the primary language spoken in the home.
Race/Ethnicity/Minority:	Classes are designed to minimize disparity, providing a heterogeneous mix of students. Classes are taught with cultural sensitivity and students are provided opportunities and encouraged to share about their culture with others.
Students with Disabilities:	SPED services focus on inclusion, collaboration and co-teaching in the general education classroom. Our SPED students spend 100% of the day in general education setting. Student supports include academic resources, peer tutoring, small group instruction, behavior plans, and parent communication.

- 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;

Teachers implement small group instruction that is based on data analysis from a variety of sources. Students work at stations that are used to provide additional/varied instructional strategies and encourage peer collaboration. The master schedule is designed to provide an adequate amount of learning time so that teachers will have will be able to meet the needs of students and provide additional support as needed.

- 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 -



# Title I Schoolwide Program

- 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;

We have one full-time guidance counselor that provides individualized, small-group and classroom counseling. Students have access to the counselor daily as needed. We have partnerships with community organizations that provide mentoring services to students in need. Students are provided the opportunity to participate in a variety of clubs and activities that works to build collaboration, peer tutoring, and communication skills. All of our students participate in the Teachers as Advisors program.

- 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);

All students participate in the Teachers as Advisors program and Career Clusters. Lessons are provided whereby students are exposed to a variety of career paths. The counselor oversees the production of career portfolios created by 5<sup>th</sup> grade students. Career Days and Community Fairs are held annually with parents, community organizations, civic groups, and educational groups.

- 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.);

Teachers are provided with professional learning on distinguishing between teacher managed behaviors and office managed behaviors. Class DoJo is aligned to our school motto and utilized to manage behaviors. Students are rewarded quarterly based on DoJo points. Parents are a part of this process. Teachers and parents are able to communicate daily through this portal. We have implemented a student of the month program to recognize one student per grade level that meets the expectations outlined in our school-wide behavior matrix. Each year through the Child Find process, students that are identified as "at-risk" are referred to our mental health and attendance teams for monitoring and additional supports. The school social worker helps to bridge the gap between home and school.

- 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;

Each staff member is assigned to a leadership team (Instructional, Data, Title 1, Culture and Climate or Safety). These teams utilize the SIP to make recommendations for improvement. Teachers are surveyed about their needs for professional learning. School-wide PL is based on the CNA and SIP goals. New and waiver teachers are provided mentors who meet monthly to ensure that adequate support is provided. Based on the needs of these teachers, meetings can take place as often as needed. Culture and Climate is surveyed quarterly by administration to ensure that any issues are addressed in a timely manner.

- 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.

Meadowbrook participates in the state approved Head Start Pre-K program. In addition to receiving state approved Pre-K instruction, Pre-K students have the opportunity to visit kindergarten classes, participate in field trips, as well as different aspects of school-wide activities. Fifth grades students are given the opportunity to visit middle schools in their zoned area and receive information with regards to transitioning to middle school.



# Title I Schoolwide Program



### 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 SIP is used as the driving force of the instructional program of the school. Administration and academic support specialist meet weekly with teachers in collaborative planning. These meetings focus on data analysis and instructional planning that supports the SIP. The goal areas of the SIP are divided into groups so that monitoring is evenly distributed. In monthly LT meetings, there are impact checks to discuss how the plan is being implemented. Adjustments are made as needed to support continual improvement. The focus of this year's SIP is to close the learning gaps the occurred as a result of the pandemic.

- 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.

Due to school closures as a result of the pandemic, it is hard to justify the effectiveness of last year's SIP. Not all students participated in GAMS. There were considerable declines in our virtual student scores. Our face to face students showed some growth in reading and math, but there was still a significant number of students performing on the deficient level.

- 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 SIP is the focus of LT meetings. We monitor the implementation of action steps and adjust them as needed. Once a goal is met, new goals are added based on needs for continual improvement.

### 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.

Parents are given several opportunities to provide input in the SIP and use of Title 1 funds. Parent surveys are conducted to garner insight into parent needs and input. Parent compacts are sent home with students, posted on our webpage and available in our Parent Resource Room. Our Parent and Family Engagement policy was last updated in May 2021 and will be updated again in August of 2021.

### 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.

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## 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.

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 plan posted on the school webpage for consistent access by stakeholders. A link to the plan will be sent to all parents and students via the Canvas platform. Information on how to access the plan is sent via Class DoJo, the Stallion Newsletter and our Title 1 brochure.

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 <b>Include any Title I paid employee and everything you plan on purchasing this year.</b>	Funds will be used for a Parent Facilitator, additional Activ Boards, books, instructional supplies, computer software to help close achievement gaps.
State Funds:	N/A
Reduced Class Size (If applicable)	N/A
School Improvement Grant (If applicable)	N/A
Local Professional Learning Funds	N/A
Grants	N/A

### Funding Source and Resources provided:

- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies,



## Title I Schoolwide Program



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	
<b>Initiative:</b>	
<b>Action Step:</b>	

**2021-2022 SCHOOL IMPROVEMENT PLAN**

<b>Current Research to Support this Action Step</b>							
<b>Expected Results</b>							
<b>How will Success be Measured?</b>							
<b>Data Points</b>	Beginning of Year		Goal		Actual		
<b>Status Checkpoint Dates:</b>							
<b>End-of-Year Results and Reflection</b>							

**2021-2022 SCHOOL IMPROVEMENT PLAN**

Rationale #2	
<b>Initiative:</b>	
<b>Action Step:</b>	

<b>Current Research to Support this Action Step</b>						
<b>Expected Results</b>						
<b>How will Success be Measured?</b>						
<b>Data Points</b>	Beginning of Year		Goal		Actual	
<b>Status Checkpoint Dates:</b>						
<b>End-of-Year Results and Reflection</b>						



**2021-2022 SCHOOL IMPROVEMENT PLAN**

Rationale #3	
<b>Initiative:</b>	
<b>Action Step:</b>	

<b>Current Research to Support this Action Step</b>						
<b>Expected Results</b>						
<b>How will Success be Measured?</b>						
<b>Data Points</b>	Beginning of Year		Goal		Actual	
<b>Status Checkpoint Dates:</b>						
<b>End-of-Year Results and Reflection</b>						