

# 2021-2022 SCHOOL IMPROVEMENT PLAN



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| <b>NAME OF SCHOOL:</b> Glenn Hills Elementary<br><b>PRINCIPAL:</b> Shawnda Spruill   |
| <b>NAME OF DISTRICT:</b> Richmond County School System<br><br><b>SUPERINTENDENT:</b> Dr. Kenneth Bradshaw  |
| <input type="checkbox"/> Comprehensive Support and Intervention <input type="checkbox"/> CSI Alternative <input type="checkbox"/> Targeted Support and Intervention<br><input checked="" type="checkbox"/> X Promise <input type="checkbox"/> Schoolwide Title 1 School <input type="checkbox"/> Targeted Assistance Title 1 School <input type="checkbox"/> Non-Title 1 School <input type="checkbox"/> Schoolwide Title 1 School <input type="checkbox"/> Targeted Assistance Title 1 School <input type="checkbox"/> Non-Title 1 School |

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

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

Revision Date: \_\_\_\_\_ Revision Date: \_\_\_\_\_ Revision Date: \_\_\_\_\_

## 2021-2022 SCHOOL IMPROVEMENT PLAN

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|--------------------|------------------------|-------------------------|--------------------------------------|-------------------------------------|--|
| School:            | Glenn Hills Elementary |                         |                                      |                                     |  |
| Principal:         | Shawnda Spruill        |                         |                                      |                                     |  |
| Date Last Revised: | June 10, 2021          | Strategy Map Goal Area: | Technology and Personalized Learning | Strategy Map Performance Objective: | Improve early literacy and numeracy skills |

|                                     |  |
|-------------------------------------|--|
| Initiative 1-Literacy (SMART Goal): | By the end of the 2021-2022 school year, the percentage of students performing on grade level in Reading will increase by 3 percentage points as measured by district mandated iReady assessments. |
|-------------------------------------|--|

| 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                    |
|--|---|--|--------------------|---|-----------------------------|---|-----------------------------------|
| GHES will use the coaching cycle to monitor instruction, analyze instructional strategies to develop tiered support for teachers based on components of each lesson. Instructional specialist will develop and organize weekly collaborative planning session by grade level created by The Georgia Department of Education to implement and evaluate the quality of lesson plans, performance tasks, questioning, and common assessments. | <a href="https://www.rcbe.org/cms/lib/GA01903614/Centricity/Domain/78/Tuning%20Protocol%20SRI.pdf">https://www.rcbe.org/cms/lib/GA01903614/Centricity/Domain/78/Tuning%20Protocol%20SRI.pdf</a><br><br><a href="https://www.casamples.com/downloads/iready-essa-brochure-2017.pdf">https://www.casamples.com/downloads/iready-essa-brochure-2017.pdf</a><br><br><a href="https://static1.squarespace.com/static/5321dc4ae4b0c72ad0ce">https://static1.squarespace.com/static/5321dc4ae4b0c72ad0ce</a> | Promising  | Hale               | Collaborative Planning agendas, minutes, and sign-in sheets | September 2021-May 2022     | Collaborative Planning agendas, minutes, and sign-in sheets       | Federal- School Improvement funds |

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|  |   |        |      |  |                           |   |                                   |
|--|---|--------|------|--|---------------------------|---|-----------------------------------|
|  | <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4712689/">edfe/t/59c51a7b46c3c4799e150289/1506089595798/What+Good+Coaches+Do.p</a>  |        |      |  |                           |   |                                   |
| GHES will partner with district Instructional Specialist for Reading to support teachers with effective use of targeted Guided Reading and implementation of sustained reading. The Instructional Specialist will provide modeling, co-teaching, and feedback based on walkthroughs conducted by the Instructional Leadership Team to monitor implementation of phonics and reading comprehension. | <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4712689/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4712689/</a>   | Strong | Hale | District Instructional Guidance Document   | September 2021- July 2022 | Guided reading training, GOSA sessions                    | Federal- School Improvement funds |
| GHES will incorporate a systemic model for reversing the reading failures of struggling readers through layered interventions, including differentiated classroom instruction and supplemental interventions in small groups or one-to-one.  | <a href="http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf?esp=TSO/ib/20200814///label/gr/card/research/////">http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf?esp=TSO/ib/20200814///label/gr/card/research/////</a> | Strong | Hale | Collaborative planning agendas, classroom observations, coaching cycle documentation | September 2021- July 2022 | Lesson plan templates, professional development resources | Federal- School Improvement funds |

## 2021-2022 SCHOOL IMPROVEMENT PLAN

| School:  | Glenn Hills Elementary   |  |                                      |   |  |  |                                   |
|--|--|--|--------------------------------------|---|--|--|-----------------------------------|
| Principal:   | Shawnda Spruill  |  |                                      |   |  |  |                                   |
| Date Last Revised:   | June 10, 2021  | Strategy Map Goal Area:  | Technology and Personalized Learning | Strategy Map Performance Objective:                         | Improve early literacy and numeracy skills |  |                                   |
| Initiative 2-Math (SMART Goal):  | By the end of the 2021-2022 school year, the percentage of students performing on grade level in Math will increase by 3 percentage points as measured by district mandated Iready assessments.  |  |                                      |   |  |  |                                   |
| 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                    |
| GHES will use the coaching cycle to monitor instruction, analyze instructional strategies to develop tiered support for teachers based on components of each lesson. Instructional specialist will develop and organize weekly collaborative planning session by grade level created by The Georgia Department of Education to implement and evaluate the quality of lesson plans, performance tasks, questioning, and common assessments. | <a href="https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/78/Tuning%20Protocol%20SRI.pdf">https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/78/Tuning%20Protocol%20SRI.pdf</a><br><br><a href="https://www.casamples.com/downloads/iready-essa-brochure-2017.pdf">https://www.casamples.com/downloads/iready-essa-brochure-2017.pdf</a><br><br><a href="https://static1">https://static1.</a> | Promising  | Jenkins                              | Collaborative Planning agendas, minutes, and sign-in sheets | September 2021-May 2022                    | Curriculum maps, Instructional Guidance documents, Pacing guides, collaborative planning | Federal- School Improvement funds |

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|   | squarespace.com/static/5321dc4ae4b0c72ad0ceedfe/t/59c51a7b46c3c4799e150289/1506089595798/What+Good+Coaches+Do.p   |       |         |   |                         |  |                                   |
| GHES will partner with district Instructional Specialist for Math to support teachers with effective use of Guided Math and implementation of the CRA model using manipulatives. The Instructional Specialist will provide modeling, co-teaching, and feedback based on walkthroughs conducted by the Instructional Leadership Team to monitor implementation of Guided Math. | <a href="https://www.ldatschool.ca/concrete-representational-abstract/">https://www.ldatschool.ca/concrete-representational-abstract/</a>   | Stong | Jenkins | District coaching meeting agendas/resources     | September 2021-May 2022 | Collaborative Planning, Coaching, Modeling, Co-teaching Progress Monitoring, Using Manipulatives and CRA Model PL  | Federal- School Improvement funds |
| GHES will incorporate a systemic model for reversing the math computation of struggling students through layered interventions, including differentiated classroom instruction and supplemental interventions in small groups or one-to-one.  | <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf#page=27</a><br>Recommendation 3 | Stong | Jenkins | i-Ready assessment and progress monitoring data | September 2021-May 2022 | Matching Intervention to student deficiency PL, Data Analysis during Collaborative Planning, Using Manipulatives and CRA Model PL, Coaching, Modeling and Monitoring | Federal- School Improvement funds |

## 2021-2022 SCHOOL IMPROVEMENT PLAN

| School:  | Glenn Hills Elementary  |  |                                      |   |  |   |  |
|--|---|--|--------------------------------------|---|--|---|--|
| Principal:   | Shawnda Spruill   |  |                                      |   |  |   |  |
| Date Last Revised:   | June 10, 2021   | Strategy Map Goal Area:  | Technology and Personalized Learning | Strategy Map Performance Objective:       | Improve the Safety and Orderliness of Environments |   |  |
| Initiative 3- Culture/Climate/Non-Academic (SMART Goal):   | By the end of the 2021-2022 school year, Glenn Hills Elementary School will maintain the percentage of Tier I students (0-1 ODRs) as being 95% of higher as measured by the state PBIS EOY Report.  |  |                                      |   |  |   |  |
| 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                                     |
| Administrators and PBIS team will maintain the percentage of Tier I Students (0-1 ODR) at 95% or higher as measured by the State PBIS EOY Report by implementing PBIS and Check In/Check Out (CICO) for Tier II students (2-5 ODRs) by Continuation of CICO identifying and exiting Tier II students.                          | <a href="https://ies.ed.gov/ncee/wwc/Intervention/1241">https://ies.ed.gov/ncee/wwc/Intervention/1241</a>   | Moderate   | Jenkins/T ravis                      | SWIS Infinite Campus                      | September 2021- May 2022                           | PBIS Orientation<br>PBIS Tier II Training<br>CICO Mentor Training | N/A  |
| Core Leadership team will develop a comprehensive teacher induction program that outlines the components of classroom management and PBIS processes to ensure teacher effectiveness. Provide and support on- going professional learning that is aligned with the needs of induction phase teachers to ensure student success. | <a href="https://digitalcommons.uri.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1284&amp;context=oa_diss">https://digitalcommons.uri.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1284&amp;context=oa_diss</a> | Strong   | Core Leadership team                 | PBIS Orientation<br>SEL Reflections Sheet | September 2021- May 2022                           | Behavior Management<br>PL<br>Discipline Referrals                 | Federal- School Improvement funds & Title I Part A |
| GHES faculty and staff will implement Sanford  | <a href="https://ies.ed.gov/ncee/wwc/Intervention/1241">https://ies.ed.gov/ncee/wwc/Intervention/1241</a>   | Strong   | PBIS                                 | PBIS                                      | September 2021-                                    | Sanford Harmony   | N/A  |

## 2021-2022 SCHOOL IMPROVEMENT PLAN

|                                    |   |  |      |   |          |            |  |
|------------------------------------|---|--|------|---|----------|------------|--|
| Harmony Socioemotional curriculum. | <a href="https://www.gov/ncee/wwc/Intervention/103">gov/ncee/wwc/Intervention/103</a> |  | team | Orientation<br>Tier II Sheets<br>Counselor's<br>Log | May 2022 | Curriculum |  |
|------------------------------------|---|--|------|---|----------|------------|--|

## 2021-2022 SCHOOL IMPROVEMENT PLAN

| Georgia Milestones Performance Measures<br>(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) | 17.9        | 20.9        | 23.9          | 7              |               |                |               |                |               |                |               |                |
| Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG                            | 14.3        | 17.3        | 20.3          | 7              |               |                |               |                |               |                |               |                |
| Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG  | 8.8         | 11.8        | 14.8          | 6              |               |                |               |                |               |                |               |                |
| Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG                                     | 4.4         | 7.4         | 10.4          | NA             |               |                |               |                |               |                |               |                |
| Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target   | 57.8        | 60.8        | 63.8          | NA             |               |                |               |                |               |                |               |                |



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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                                     |
|-------------------------|--|----------------------|---|--|--|---|
| 1 & 2                   | Guided Reading & Guided Math – Professional Learning     | July 2021            | \$7000, Title I Part A, Jan Richardson text, ETA Hand to Mind   | E. Price & T. Jenkins<br>Instructional Specialists | Guided reading lesson plans, teacher observations                        | BOY, MOY, EOY, literacy data report comparisons, lesson plan                    |
| 3                       | Tier 2 PBIS  | Sept 2021-May 2022   | Georgia PBIS Redelivery Training materials for Tier 2           | T. Jenkins<br>PBIS Coach                           | Infinite Campus, SWIS, Tier 2 discipline database (CICO)                 | Discipline data (SWIS & Infinite Campus), and Tier 2 discipline database (CICO) |
| 1                       | Guided Reading Training- Jan Richardson                  | Sept 2021-May 2022   | Jan Richardson's Guided Reading Textbook and training materials | E. Hale<br>Instructional Specialist                | Guided reading lesson plans, teacher observations                        | BOY, MOY, EOY, literacy data report comparisons, lesson plan                    |
| 2                       | Number Talks "Mental Math Strategies using Number Talks" | Sept 2021-May 2022   | Sherry Parrish Number Talks and Guided Math                     | T. Jenkins<br>Instructional Specialist             | Guided math lesson plans, teacher observations, Number Talk walkthroughs | BOY, MOY, EOY, math data report comparisons, lesson plan                        |
| 3                       | Socioemotional Curriculum Training                       | August 2021          | Sanford Harmony kits/resources                                  | S. Davis<br>Counselor<br>T. Jenkins<br>PBIS Coach  | Lesson plans, walkthroughs   | Discipline data, PBIS points  |
|                         |  |                      |   |  |  |   |

**2021-2022 SCHOOL IMPROVEMENT PLAN**

## 2021-2022 SCHOOL IMPROVEMENT PLAN

**School Name: Glenn Hills Elementary**

**Date: June 10, 2021**

### **Planning Committee Members**

| <b>Name</b>        | <b>Position/Role</b>                          | <b>Signature</b> |
|--------------------|---|------------------|
| Shawnda Spruill    | Principal                                     |                  |
| Tarolette Adkinson | Assistant Principal                           |                  |
| Tyria Jenkins      | Instructional Specialist                      |                  |
| Emily Hale         | Instructional Specialist                      |                  |
| Brandy Drayton     | Teacher                                       |                  |
| Shanice Greene     | Teacher                                       |                  |
| Mary Banks-Murray  | Teacher                                       |                  |
| Tamika Shepherd    | Teacher                                       |                  |
| Nadia Samuels      | Teacher                                       |                  |
| Felecia Lovett     | Family Facilitator                            |                  |
|                    | Teacher                                       |                  |
|                    | Parent  |                  |
|                    | Parent  |                  |
|                    | Parent  |                  |
|                    | Student (9 <sup>th</sup> -10 <sup>th</sup> )  |                  |
|                    | Student (11 <sup>th</sup> -12 <sup>th</sup> ) |                  |

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 10, 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:  | Counselor and School Social Worker resources in coordination with Student Services office will be used to provide wrap around services for students. Students will be provided with access to technology to include laptops, Ipads, and MiFi services. |
| ESOL:                       | ESOL students are served in a pull-out model as well as within the regular school day during small group instruction. Students will be provided with access to technology to include laptops and Ipads.  |
| Race/Ethnicity/Minority:    | Classes are designed to minimize disparity, providing a heterogeneous mix of students. Students will be provided with access to technology to include laptops and Ipads.   |
| Students with Disabilities: | SPED services focus on the inclusion of students with disabilities into the regular education classrooms. Supports include academic modifications and resources, with parental communication and support.  |

- 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 utilize small group differentiated instruction in the classroom daily to ensure that all students are getting instruction based on their needs. The master schedule is designed to provide extended amounts of time in each content area.

- 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

# Title I Schoolwide Program

support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

We have a full-time guidance counselor and a school social worker that provide individualized, small group, and classroom guidance. 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 given tutoring opportunities as well as a wide array of clubs and activities designed to improve communication skills, fine arts proficiency, and community engagement.

- 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);

Lessons are provided in which students are exposed to a variety of career pathways. Representatives from various careers are brought in to speak to students to educate students about the variety of career paths available.

- 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.);

Faculty will implement PBIS by awarding students with positive Dojo point, based on following PBIS expectations throughout the nine weeks. At the end of the nine weeks, students who earn sufficient points will have the ability to attend PBIS student celebrations.

- 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;

Instructional specialist will develop and organize weekly collaborative planning session by grade level. In addition, PL will be provided for teachers on numbers and operations, reading comprehension and vocabulary, and socioemotional learning.

- 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.

A handbook for parents is provided to all our entering Kindergarten students and parents that have transition suggestions for both parents and students. Counselors have provided ideas to ready students for Kindergarten, including reading suggestions and rituals and routines that would support a successful transition. Kindergarten teachers spend the first two weeks of school helping with easing student anxiety. Counselors provide support for each class.

### 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



The School Improvement Plan for SY 21-22 was developed based on the technology and digital learning needs of the students. Literacy, Math, and School Climate goals were amended to reflect student academic needs for the current school year.

- b.) Review the previous year's School Improvement Plan. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

The School Improvement Plan was developed with the following stakeholders: parents during Title I Input/Revision meeting and the faculty and staff during the Leadership Team meeting.

- c.) Describe how the Schoolwide plan will be revised, as necessary, based on the regular monitoring to ensure continuous improvement of students in the schoolwide program.

The School Improvement Plan will remain in effect for the duration of SY 20-21. The action steps outlined will be monitored using assessments, agenda, minutes, and school-wide data to review the progress of each goal.

#### 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.

The action steps listed range from Strong, Moderate, to Promising. Each action step has been researched to determine its influence on student achievement. Findings related to these action steps revealed outcomes for improving student achievement.

#### 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 SM

SMS

- 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.

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# Title I Schoolwide Program

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 SIP is posted on the school webpage and made available to all stakeholders during Title I meetings, and upon request.

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<br><b>Include any Title I paid employee and everything you plan on purchasing this year.</b> | Funds will be used to purchase instructional resources and supplies for literacy, math, science, social studies, writing, and social emotional learning. Pay Instructional Specialist salary. |
| State Funds:  | Funds will be used for professional learning.   |
| Reduced Class Size (If applicable)  | Use EIP Self Contained model to reduce class sizes  |
| School Improvement Grant (If applicable)  | Technology for students   |
| Local Professional Learning Funds   | District coordinates activities   |
| Grants  | NA  |

### 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 Schoolwide Program



- 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> |  |
|                     |  |

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|---|-------------------|--|------|--|--------|--|
| <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>           |                   |  |      |  |        |  |