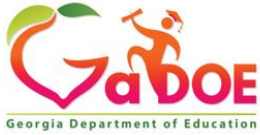


# 2022-2023 SCHOOL IMPROVEMENT PLAN



<b>NAME OF SCHOOL: Spirit Creek Middle School</b> <b>PRINCIPAL: Mrs. Kimberly Rouse</b>
<b>NAME OF DISTRICT: Richmond County School System</b> <b>SUPERINTENDENT: Dr. Kenneth Bradshaw</b>
<input type="checkbox"/> Comprehensive Support and Intervention <input type="checkbox"/> CSI Alternative <input type="checkbox"/> Targeted Support and Intervention <input type="checkbox"/> Promise <input checked="" type="checkbox"/> Schoolwide Title 1 School <input type="checkbox"/> Targeted Assistance Title 1 School <input type="checkbox"/> Non-Title 1 School

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

<b>SIGNATURES:</b> Superintendent _____ Date _____
Principal Supervisor _____ Date _____
Principal <u>Kimberly N. Rouse</u> Date <u>06/30/2022</u>
Federal Programs Director _____ Date _____

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

## 2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Spirit Creek Middle School				
Principal:	Mrs. Kimberly Rouse				
Date Last Revised:	October 2022	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Increase Student Performance at or Above Grade Level

Initiative 1-Literacy (SMART Goal):	During the 2022-2023 school year, Spirit Creek Middle School will improve student mastery of grade level skills in ELA and Reading by 10% by implementing the Language Live Comprehensive Literacy Intervention.
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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.
Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices	<a href="https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/243">https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/243</a>	Promising	Principal	Printed Observation schedule, Observation rubric/instrument; lesson plans	I-Ready data, Common Assessments scored at 70% proficient for 80% of students; Student work samples; Classroom Observation of student engagement	August 2022 – March 2023	ELEOT Observation tool Data analysis training during pre-planning time with assistance from RESA or Teaching and Learning	N/A
Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to	<a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015063.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015063.pdf</a>	Promising	Grade Chairs Instructional Specialist	Data from Common Assessments will be used to develop a list of priorities or focus areas for instruction Literacy instruction	HMH and Language Live Data will be analyzed to determine student proficiency at 70% for 80% of students.	September 2022 – April 2023	Data analysis training during pre-planning time with assistance from RESA or Teaching and Learning	N/A

## 2022-2023 SCHOOL IMPROVEMENT PLAN

develop a list of prioritized recommendations and goals for improvement				Observation Checklist; Classroom Observation results and feedback	Enrichment activities/strategies will be provided for those students not scoring at 70%	September 2022 – April 2023	Learning	
Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer mentoring, learning community, grade-level meetings focused on student work, etc.)	<a href="https://files.eric.ed.gov/fulltext/EJ1104478.pdf">https://files.eric.ed.gov/fulltext/EJ1104478.pdf</a>	Promising	Instructional Coach	Observations noting use of strategies covered during PL, peer mentoring survey results, learning communities, or grade level meetings; Monitoring of grade level meeting processes and protocols	Ready data, Common Assessments scored at 70% proficient for 80% of students	August 2022 – May 2023	District PL School based PL	N/A

## 2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Spirit Creek Middle School							
Principal:	Mrs. Kimberly Rouse							
Date Last Revised:	October 2022	Strategy Map Goal Area:	Student Achievement and Success	Strategy Map Performance Objective:	Increase Student Performance at or Above Grade Level			
Initiative 2-Math (SMART E Goal):	During the 2022-2023 school year, Spirit Creek Middle School will improve student mastery in Math by 5% implementing ST Math, HMH and a Math support teacher.							
<b>Evidence-Based Action Steps</b>	<b>Link to ESSA Evidence</b>	<b>ESSA Evidence Level</b>	<b>Position(s) Responsible</b>	<b>Success Criteria for Implementation</b>	<b>Success Criteria for Impact on Student Achievement</b>	<b>Timeline</b>	<b>Resources</b>	<b>Funding</b>
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 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.
Implement Common Core Curriculum every day in every classroom for every student.	<a href="http://www.edweek.org/ew/articles/2009/02/11/21virtualtrip.h28.html">http://www.edweek.org/ew/articles/2009/02/11/21virtualtrip.h28.html</a>	Promising	Principal	Printed Observation schedule, Observation rubric/instrument and feedback results; lesson plans	I-Ready data, Common Core Curriculum Assessments scored at 70% proficient for 80% of students; Student work samples; Classroom Observation of student engagement	August 2022 – March 2023	Canvas Training	August 2022 – March 2023
Analyze multiple forms of student, school, and teacher data, including results of the Math Instruction Observation Checklist or its equivalent, to	<a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015063.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015063.pdf</a>	Promising	Grade Chairs	Data from Common Assessments will be used to develop a list of priorities or focus areas for instruction in Math	Common Assessments scored at 70% proficient for 80% of students; Student work samples	September 2022 – April 2023	Canvas Training	September 2021 – April 2022

## 2022-2023 SCHOOL IMPROVEMENT PLAN

develop a list of prioritized recommendations and goals for improvement								
<p>Refine the formal collaborative planning framework to include:</p> <ul style="list-style-type: none"> <li>• Weekly collaborative planning for all general education, SPED, and connections teachers.</li> <li>• Appropriate use of diagnostic, formative, and summative data</li> <li>• Data-driven remediation or acceleration</li> <li>• Train teachers in data analysis and assessment strategies (diagnostic, formative, summative)</li> <li>• Provide training and support to grade level leaders in leading collaborative planning</li> <li>• Provide content-specific exemplars for lesson plan components (face-to-face and virtual)</li> </ul>	<p><a href="https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf">https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf</a></p> <p><a href="http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf">http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf</a> (pages 50-57 of Research Brief)</p>	Moderate to Strong	Grade level teachers  Instructional Specialist	Collaborative planning agendas; Monitoring of collaborative planning processes and protocols; Data disaggregation artifacts; lesson plans	Classroom observations with a focus on student engagement and higher order lesson activities	August 2022 – May 2023	District curriculum materials, District Canvas Learning Management System, District PL, GaDOE SDE Resources, CSRA RESA Resources, District assessments	August 2022 – May 2023

## 2022-2023 SCHOOL IMPROVEMENT PLAN

School:	Spirit Creek Middle School							
Principal:	Mrs. Kimberly Rouse							
Date Last Revised:	April 2022	Strategy Map Goal Area:	High Performing Workforce	Strategy Map Performance Objective:	Improve Employee Retention			
Initiative 3- Culture/Climate/Non-Academic (SMART Goal):	During the 2022-2023 school year, Spirit Creek Middle School will Implement effective school wide and classroom management practices focused on fostering a positive school climate and to reduce student referrals by 50%.							
<b>Evidence-Based Action Steps</b>	<b>Link to ESSA Evidence</b>	<b>ESSA Evidence Level</b>	<b>Position(s) Responsible</b>	<b>Success Criteria for Implementation</b>	<b>Success Criteria for Impact on Student Achievement</b>	<b>Timeline</b>	<b>Resources</b>	<b>Funding</b>
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.
Implement Social and Emotional Learning (SEL) programs in the school.	<a href="https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-">https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-</a>	State/District Initiative	Principal	Classroom observation results and feedback; Meeting artifacts	Classroom observations with a focus on student engagement and higher order lesson activities	August 2022		N/A
Administration will initiate more positive recognition of staff and students, as well as modeling positive interactions with staff and students	<a href="https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pa">https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pa</a>	State/District Initiative	Instructional Coach	Artifacts shared in One Drive folder; peer mentoring survey results	Classroom observations with a focus on student engagement and higher order lesson activities	September 2022 – May 2023	Canvas Training, Professional Learning	N/A

## 2022-2023 SCHOOL IMPROVEMENT PLAN

	ges/Teacher-and-Principal-							
The school will implement the positive recognition systems (Student of the Week PBIS celebrations), greet students at the door, make positive phone calls, and celebrate success in their classroom.	<a href="https://ies.ed.gov/ncee/wwc/intervention/804">https://ies.ed.gov/ncee/wwc/intervention/804</a>	State/District Initiative	Instructional Coach	Virtual library artifacts; Surveys results from induction teachers	Classroom observations with a focus on student engagement and higher order lesson activities.	September 2022 – May 2023	Canvas Training, Professional Learning	N/A

## 2022-2023 SCHOOL IMPROVEMENT PLAN

Georgia Milestones Performance Measures (with unit of measure)	Baseline	Actuals	Target Year 1	Actuals Year 1	Target Year 2	Actuals Year 2	Target Year 3	Actuals Year 3
	2021-2022	2021-2022	2022-2023	2022-2023	2022-2023	2023-2024	2024-2025	2024-2025



## 2022-2023 SCHOOL IMPROVEMENT PLAN

### Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
1, 2, and 3	Teachers will engage in on-going professional learning. This learning will include: (1) 8-hours of literacy based workshops for all teachers and, and (2) 4 peer focused. Teachers will document regular use of at least 4 strategies.	October 2022 - April 2023		Instructional Coach	Rouse, Nobles, Teacher Support Team ***** ** Agenda, Sign-In Sheet, Survey, TKES Observations, T Observations	
1 and 2	Teachers will engage in professional learning sessions on the Tuning Protocol. This innovative six-step approach for structured group discussion will allow teachers to examine lessons, instructional delivery, and student work.	October 2022 - April 2023		Instructional Coach	Rouse , Howard, Harris, Teacher Support Team ***** ** Agenda, Sign-In Sheet, Survey, TKES Observations,	
1, 2, and 3	Teachers will engage in professional learning that promotes student learning by using research-based instructional and behavioral strategies relevant to the content to engage students in active learning.	VLL: 9/13 - 12/14: Chapters 1, 2, and 3. 1/7 - 4/19: Chapters 3 and 4 ***** ***** VLM: 9/13 - 12/14: Chapters 1, 2, and 3. 1/7 - 4/19: Chapters 3 and 4 ***** ***** TLC: 9/13 - 12/14: Part 4. 1/7 - 4/19: Part 2.3, 2.4, 2.5, and 3.7	\$500 -Title One	Instructional Coach	Agenda, Sign-In Sheet, Survey, TKES Observations, Peer Observations	

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: Spirit Creek

Date:

### Planning Committee Members

Name	Position/Role	Signature
Mrs. Kimberly Rouse	Principal	
Mr. Jonovan Harris	Assistant Principal	
Dr. Tangy Howard	Assistant Principal	
Dr. Rella Hicks	Instructional Specialist	
Ms. Lorraine Johnson	Teacher	
Dr. Stevens	Teacher	
Ms. Harrington	Teacher	
Ms. S. Coleman	Teacher	
	Teacher	
Dr. Samantha Nobles	MTSS Specialist	
	Teacher	
	Parent	
	Parent	
	EL Parent (if applicable)	
	d	

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.

*To create the School Improvement Plan, the Leadership Team reviewed the five schools' Georgia Milestone and i-Ready data and concluded that there were significant deficits in reading, math and writing. Based on this, a needs assessment plan was developed to address deficiencies to assist students in meeting the state and local educational agency academic standards.*

## 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:	Per pupil funds will be used to purchase materials/supplies that support the implementation of the State Standards.
ESOL:	Specific for ELL students – instructional materials and supplies, technology, teachers, software. Also, an instructional teacher is allotted for student to receive ELL services.
Race/Ethnicity/Minority:	Per pupil funds will be used to purchase materials/supplies that support the implementation of the State Standards.
Students with Disabilities:	Students are identified through RCSS Child Find protocol at the beginning of academic school year and teachers are provided for students for identified EIP needs and schedules.

- 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;

*In our efforts to reduce off task behavior and respect instructional time, all activities will be organized and adhered to scheduled times. Teachers will be prepared with their instructional map daily. Instructional materials such as lesson plans, tasks, books, instructional supplies, etc. will be ready prior to students entering the classroom. The administrators will actively monitor this process.*

*Regarding teacher participation in decision-making, Spirit Creek has a leadership team which is composed of the principal, assistant principals, academic support specialists, Instructional Learning Center teacher, and media specialists. The committee meets on a monthly basis to*

*discuss student achievement issues and concerns. Additionally, all teachers serve on one of three school improvement teams -- Discipline Data Team, or Positive Behavior Intervention Team, or Student Assistance Team.*

*Academic team schedules are planned within the parameters of the school's master schedule. Teachers share instructional strategies and "best practices" for teaching/instruction. Special Education teachers meet with inclusion teams and as a group. Spirit Creek teachers are given the opportunity to meet vertically and horizontally. Student support team meetings are held to discuss student problems in academics, discipline, and attendances.*

*Regarding activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement, Spirit Creek Middle will utilize I-Ready personalized instruction to meet the needs of individual students. USA Test Prep and Edgenuity will be utilized as additional support.*

*All teachers will receive professional learning throughout the year on evidence-based methods and instructional strategies. In addition, administrators as well as the school's Instructional Specialist will give school-based professional learning.*

- 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;

*Spirit Creek Middle School will work towards providing each student with what he or she needs to meet or exceed state and national standards.*

*The following opportunities are provided for all students:*

- *RCK12 Instructional Framework – Allows the students to know where they are in the daily learning process during classroom instruction.*
- *I-Ready – i-Ready Universal Screener - tests provide an assessment of standards taught thus far. Teachers resolve any significant discrepancies between expectancy and performance data by driving the instruction based on the data.*
- *Differentiated Instruction – Differentiated Instruction is driven by the student assessment data to help identify each student's specific need(s).*
- *Teacher Commentary (on student work) – Teacher Commentary is feedback after the student's work has been assessed. The feedback tells students whether they met, did not meet, or exceeded the standard related to the assignment. The Commentary also identifies the next step(s) for the students.*
- *Classroom Inclusion – Students with intellectual, academic, social, and emotional deficits are included in regular classes throughout the school year.*
- *Computer Labs and individualized student laptops that provide opportunities for math tutoring and acceleration.*

# Title I Schoolwide Program



- *Mobile Carts – We would like to purchase additional mobile carts with a goal of every classroom teacher having access to technology for interventions and differentiation of instruction via I-Ready Online Instruction Modules.*

- 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);

*In order to offer students additional access to opportunities for preparation and awareness of postsecondary education and the workforce, SCMS will implement a career awareness course in all grade-levels. Additionally, students are offered high school credit in the following courses: Algebra I, and American Government.*

- 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.);

*Spirit Creek Middle School will implement the district's Response to Intervention protocol and the school's Positive Behavioral Interventions and Supports (PBIS) plan.*

- 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;

*Spirit Creek Middle will continue to use school-based professional development activities designed to improve instruction based on data digs from a variety of sources. School personnel and district consultants will provide professional development and other consultants based on needs. Teachers will continue to collaborate.*

ii.

*All teachers will receive professional learning throughout the year on evidence-based methods and instructional strategies. Sources of external professional learning include the Georgia Department of Education, i-Ready, Sadlier Oxford, Literacy Specialist—Rebecca Harper, Discovery Education and Scholastic Education. Additionally, teachers will receive training on mathematic strategies through district scheduled professional development days. Additional professional development covering differentiated instruction, close reading of complex text, Lexile, answering constructed response questions, and assessment strategies will be offered on school site. Teachers will also receive training in math curriculum through district scheduled professional development days. Additionally, site based professional learning will cover differentiation, CRA model of Math instruction, Quantile and Assessment and instructional Strategies in Math.*

*Technology: Technology training on utilizing various online resources and technology program such as i-ready, Read 180, LanguageLive!, Edgenuity and USA Test Prep will be conducted by the district professional learning instructional technology department. Additional differentiated training will be given to grade level teams based on their needs and interests.*

*Paraprofessionals and Instructional Specialists will obtain professional learning from the district.*

*Spirit Creek Middle School works with the Human Resource Department and the Teaching and Learning Department to assist us recruit highly qualified teachers. New teachers receive training on the district level through the Smart Mentor program. The mentor will work with the new teacher for his/her first three years.*

- i. 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.

*Regarding student transitions from elementary school, the following plans will be implemented for rising fifth grade children in the transition from early childhood programs. Also included are transition plans for students entering from private schools as well as students entering middle school and high school. The plans also take into consideration the needs of students entering our school throughout the school year.*

*Open House at the beginning of the school year is a means by which parents, as well as students come to meet and talk to the teachers, explore the classroom environment, and tour the school.*

iii.

*Parental visitation and conferences are encouraged throughout the school year. This strategy will help parents receive first-hand information about what is expected and how they can be instrumental in helping their child function effectively in our school.*

iv.

*Communications in the form of school and county handbooks, resource materials, school newsletters, daily/weekly reports, letters, notes, and telephone calls are used to assist parents and the school in working hand in hand to help students while creating a positive classroom/school environment.*

v.

*Spirit Creek Middle School's Guidance counselor prepares 5th grade students for middle school in several ways. The counselor speaks to the rising 6th graders at their home schools. Towards the end of the school year, 5th grade students come to Spirit Creek Middle for a program and a tour of the school. At the start of each school term, a parent night is held for 6th grade students and their parents. During these events parents and students are given the opportunity to ask questions, gain information about middle school, and begin to adjust to the middle school concept. Other information will be provided such as the differences between elementary and middle school discipline issues, attendance*

*protocols, and immunization requirements.*

*Regarding eighth grader transitions to high school, our school's guidance counselor also arranges for 8th grade students to meet with high school representatives to discuss high school transition. A certified youth counselor also meets with rising 9th graders to discuss social transitioning to high school, being organized, and community supports for students.*

### 3. Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26

- a.) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. How will you monitor the implementation of the School Improvement Plan? In addition to the State's annual assessments, what other indicators will you use to measure academic achievement?

*The School-Wide Plan development is a monitoring plan of the 2022-2023 plan through, faculty input/monitoring sessions, and identified adjustments due to the COVID 19 Pandemic in Spring 2020. Leadership team, based on available data and trends, modified our current plan based on goals still in progress and next steps. In addition, stakeholder input sessions are embedded within the process.*

- 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.

*c.) A variety of stakeholders including district personnel, administrators, administrative support personnel, instructional coaches, parent facilitator, teachers, parents, students, and community members contributed to development of the 2022-2023 School Improvement Plan.*

d.)

- e.) 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.

*f.) The plan will be regularly monitored and revised as necessary based on the needs of the students in order to provide all students with the opportunity to meet state academic standards by utilizing districtwide benchmarks given throughout the year and student Lexile and Quantile diagnostic assessments.*

g.)

### 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.

# Title I Schoolwide Program



*The plan once reviewed, edited, and approved will be shared with all stakeholders at a parent meeting and posted on the school's website. For parents that speak another language Spirit Creek Middle School will work with the district's ELL Specialist to develop communication in needed languages.*

## 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.

WCA

- b.) The Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Please enter your initials to acknowledge this statement.

Documentation of the involvement of all stakeholders has been submitted to Federal Programs ( sign-in, agenda, feedback, minutes

- c.) The Schoolwide Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Please enter your initials to acknowledge this statement.

WCA

- 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?

WCA

*The plan once reviewed, edited, and approved will be shared with all stakeholders at a parent meeting and posted on the school's website. For parents that speak another language Spirit Creek Middle School will work with the district's ELL Specialist to develop communication in needed languages.*

WCA

- 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.



# Title I Schoolwide Program



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>	Parent Facilitator Instructional Coach
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	
<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>						