



School Improvement Plan 2021-2022 Action Plan



SCHOOL NAME: Mableton Elementary

Date Submitted: June 30, 2021

Date(s) Revised: August 19, 2021



TITLE I

ASSESS. ACHIEVE. SUCCEED.



COHERENT INSTRUCTIONAL SYSTEM

GOAL #1 Literacy	<ul style="list-style-type: none"> The percentage of First grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 74% (end of K) - 78% by the Spring of 2022 The percentage of Second grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 61% (end of 1st) - 70% by the Spring of 2022 The percentage of 1st -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 39% to 45% by the Spring of 2022.
----------------------------	--

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
1. Provide tiered instruction and interventions to support students in mastering ELA standards: Utilize programs for all students K-5: Next Steps Forward Guided Reading, Head Sprout, Read 180, System 44, ESGI (K, 1 st , 2 nd) and to provide individualized instruction.	CCSD (Read 180/System 44, Headsprout) Title I: Write Score, Read 180/ System 44 resources, Laptop computers, Ipads, Guided Reading resources, ESGI, & Leveled Reader sets.	August 2021	Implementation: Administrators will monitor lesson plans, monthly usage reports, monthly vertical teams, & CCC's Impact: CCC discussions will include: Next Steps Forward- Daily; Running Records- Weekly; Read 180/System 44- Daily; Reading Inventory- Three times annually; Head Sprout- Teacher Discretion Artifacts/Evidence: RI Data, Running Record Data, phonics data reports, ESGI data reports	Academic Coach (Brooks)
2. Incorporate Flocabulary into lessons to teach prerequisite vocabulary along with new vocabulary in all content areas for students in K-5.	Title I	August 2021	Implementation: Administrator and academic coach will monitor lesson plans, monthly usage reports, RI data, and anecdotal notes. Impact: Bi-weekly CCC discussions Artifacts/Evidence: Monthly usage reports, RI data, anecdotal notes, ESGI data reports.	Academic Coach (Brooks)
3. Build vocabulary by implementing a system for teaching Latin and Greek roots using Wordly Wise in 3 rd , 4 th & 5 th grades.	Title I	August 2021	Implementation: Administrators and academic coach will monitor lesson plans, FRA and RI data, Running Record data, and the implementation of visuals to accompany lessons Impact: Bi-weekly CCC discussions, weekly team planning, and data digs/discussions Artifacts/Evidence: Lesson plans, FRA and RI data, Running Record data, Visuals to accompany lessons	Academic Coach: Brooks



TITLE I

ASSESS. ACHIEVE. SUCCEED.

4. Provide systematic phonics instruction in K-2 instruction.	CCSD Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans</p> <p>Impact: CCC discussions, review/discuss phonics data at the end of each cycle, RTI discussions, ESGI data discussions in K-2</p> <p>Artifacts/Evidence: (ELF) Phonics data, RI data, ESGI data reports</p>	Academic Coach: Brooks
5. Incorporate Imagine Learning for ELL/Non-English-speaking students.	Title III Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans</p> <p>Impact: CCC discussions including ESOL teachers, RTI discussions</p> <p>Artifacts/Evidence: Imagine Learning data reports</p>	Academic Coach: Brooks
6. Integrate Science and Social Studies into ELA instruction.	STEM donation funds, Title I	August 2021	<p>Implementation: Administrators will monitor lesson Plans and collaborative planning minutes</p> <p>Impact: Biweekly CCC discussions and weekly lesson planning, monthly data dig discussions by teams</p> <p>Artifacts/Evidence: RI data, grade level common assessments, CTLS Science data reports (5th grade), ESGI data reports</p>	Academic Coach: Brooks
7. Build background knowledge through vocabulary acquisition using primary source analysis.	Title I	August 2021	<p>Implementation: Administrators will monitor lesson Plans and collaborative planning minutes</p> <p>Impact: Biweekly CCC discussions and weekly lesson planning, monthly data dig discussions by teams</p> <p>Artifacts/Evidence: RI data, grade level common assessments, Running Record data, ESGI data reports</p>	Academic Coach: Brooks



EFFECTIVE LEADERSHIP				
GOAL #1	<ul style="list-style-type: none"> The percentage of First grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 74% (end of K) - 78% by the Spring of 2022 The percentage of Second grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 61% (end of 1st) - 70% by the Spring of 2022 The percentage of 1st -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 39% to 45% by the Spring of 2022. 			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
1. Employ an academic coach support phonics instruction in grades K-2.	Title I	August 2021	<p>Implementation: Administrators and academic coach will monitor Phonics Cycle (10-day cycles, then common assessments), Academic coach will facilitate a Data Dig following every cycle, administrators will monitor weekly lesson plans.</p> <p>Impact: CCC discussions, review phonics data at the end of each cycle</p> <p>Artifacts/Evidence: Lesson plans, Collaborative Team Minutes, Phonics Data Dig notes, FRA/RI data</p>	<p>Principal: Cain</p> <p>AP: Arends, Hinton</p> <p>AC: Brooks, Harris</p>
2. Continual implementation of a process to support data teams in identifying specific students and student groups who have not mastered standards and develop an action plan to address the individual needs in k-5.	CCSD Title I	August 2021	<p>Implementation: Administrators and Academic Coach will monitor Weekly guided reading and lesson plans; RTI Coordinator will schedule/monitor Tier 2 RTI meetings every six-weeks, RTI Coordinator will schedule/facilitate Tier 3 RTI meetings when appropriate for specific students</p> <p>Impact: CCC discussions, review phonics data at the end of each cycle, RTI discussions, ESGI data discussions in K-2</p> <p>Artifacts/Evidence: Data Dig notes, CCC notes, lesson plans, RTI data, small group lesson plans, ESGI data reports</p>	<p>Principal: Cain</p> <p>AP: Arends, Hinton</p> <p>AC: Brooks, Harris</p> <p>RTI Coord: Jones</p>
3. Employ a Parent Facilitator to promote home-school connections for all students. <i>(addressing the 6 shalls using evidence-based action steps)</i>	Title I	August 2021	<p>Implementation: Administrators and Parent Facilitator will schedule and monitor Quarterly Curriculum Nights, Weekly parent messages on CTLS, & annual parent compacts</p> <p>Impact: Administrators, Academic coaches, & the parent facilitator will discuss parent participation and the value of family resources/materials.</p> <p>Artifacts/Evidence: CTLS Parent notifications/messages, sign-in sheets from family events/Curriculum Nights & Title I events</p>	<p>Principal: Cain</p> <p>Parent Facilitator: Escobedo</p>

**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

4. Purchase additional resources that will provide students with exposure to books at various reading levels, topics of interest, and from different cultural backgrounds for students in K-5.	Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans</p> <p>Impact: CCC discussions, review/discuss phonics data at the end of each cycle, RTI discussions, ESGI data discussions in K-2</p> <p>Artifacts/Evidence: Lesson plans, RI data, ESGI data reports</p>	<p>Principal: Cain</p> <p>Academic Coaches: Brooks, Harris</p>
5. Purchase resources to support phonics instruction, such as, magnet letters, letter tiles, white boards, etc. in K-2.	Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans</p> <p>Impact: CCC discussions, review/discuss phonics data at the end of each cycle, RTI discussions, ESGI data discussions in K-2</p> <p>Artifacts/Evidence: Phonics data, RI data, ESGI data reports</p>	<p>Principal: Cain</p> <p>Academic Coaches: Brooks, Harris</p>
6. Purchase resources for Curriculum Nights. (resources, take-home materials, snacks, etc.)	Title I	September 2021	<p>Implementation: Administrators and Parent Facilitator will schedule and monitor Quarterly Curriculum Nights, Weekly parent messages on CTLS, & annual parent compacts</p> <p>Impact: Administrators, Academic coaches, & the parent facilitator will discuss parent participation and the value of family resources/materials. CCC discussions (RI data and ESGI data reports)</p> <p>Artifacts/Evidence: CTLS Parent notifications/messages, sign-in sheets from family events/Curriculum Nights & Title I events, RI data reports, ESGI data reports</p>	<p>Principal: Cain</p> <p>Parent Facilitator: Escobedo</p> <p>Academic Coaches: Brooks, Harris</p>
7. Employ two academic coaches to support the teachers in implementing the Title I specific strategies in the SIP. (One AC for primary grades & one AC for intermediate grades)	Title I	August 2021	<p>Implementation: Administrators will monitor Bi-weekly CCC meeting notes and monthly PL</p> <p>Impact: CCC discussions, review/discuss phonics data at the end of each cycle, FRA/RI data digs/discussions, RTI discussions, ESGI data discussions in K-2</p> <p>Artifacts/Evidence: Collaborative Team Minutes, Phonics Data Dig notes, FRA/RI data, PL sign-in sheets</p>	<p>Principal: Cain</p> <p>Academic Coaches: Brooks, Harris</p>
8. Use a teacher allotment to teaching writing in a Writing Lab. Write Score Assessments for 3 rd , 4 th , & 5 th	CCSD Title I (student laptops)	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans and Bi-weekly CCC meeting notes</p> <p>Impact: CCC discussions, review/discuss phonics data at the end of each cycle, FRA/RI data digs/discussions, RTI discussions, ESGI data discussions in K-2, Discussions about Write Score data</p> <p>Artifacts/Evidence: Collaborative Team Minutes, Phonics Data Dig notes, FRA/RI data, PL sign-in sheets, Write Score data reports</p>	<p>Principal</p> <p>APs</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.



PROFESSIONAL CAPACITY

GOAL #1 Literacy	<ul style="list-style-type: none"> The percentage of First grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 74% (end of K) - 78% by the Spring of 2022 The percentage of Second grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 61% (end of 1st) - 70% by the Spring of 2022 The percentage of 1st -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 39% to 45% by the Spring of 2022.
-----------------------------	--

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
1. Meet weekly and quarterly (through a Super Specials schedule) as a grade level for planning of ELA instruction, including the integration of science and social studies.	CCSD Title I (subs)	August 2021	<p>Implementation: Administrators will monitor lesson Plans and collaborative planning minutes</p> <p>Impact: Biweekly CCC discussions and weekly lesson planning, monthly data dig discussions by teams</p> <p>Artifacts/Evidence: RI data, grade level common assessments, CTLS Science data reports (5th grade), ESGI data reports (K-2)</p>	<p>AP: Arends, Hinton</p> <p>AC: Brooks, Harris</p>
2. Implement a new teacher class and mentoring program to support beginning and 2 nd year teachers. Novice teachers will have a mentor teacher who will serve as a model teacher and confidant. New Teachers will receive professional development in the areas of classroom management, best instructional practices, students living in poverty, and technology. Releases time each quarter for new teachers & mentors to conduct classroom observations. Summer (2022) meeting with administrators and academic coaches.	Title I	August 2021	<p>Implementation: Administrators and AC will monitor monthly meetings between mentors & mentees (new teachers), monthly PL for new teachers, and monthly observations. Administrators will monitor biweekly CCC meetings and weekly team planning. Administrators will evaluate new teachers through TKES annually.</p> <p>Impact: Debriefing discussions between mentors, mentee, and AC after observations, CCC discussions and weekly lesson plans.</p> <p>Artifacts/Evidence: PL agendas & sign-in sheets, lesson plans, observation notes, CCC meeting notes, TKES.</p>	<p>AP: Arends, Hinton</p> <p>AC: Brooks, Harris</p>
3. Implement monthly professional learning to ensure pacing and instruction in literacy, specifically with running records, Guided Reading, and Units of Study (Writing).	CCSD Title I	August 2021	<p>Implementation: Administrators and AC will monitor monthly PL and lesson plans. Administrators will monitor biweekly CCC meetings and weekly team planning. Administrators will evaluate teachers through TKES annually.</p> <p>Impact: Biweekly CCC discussions and weekly lesson planning, monthly data dig discussions by teams</p>	<p>AP: Arends, Hinton</p> <p>AC: Brooks, Harris</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

			Artifacts/Evidence: PL agendas & sign-in sheets, lesson plans, CCC meeting notes, TKES, RI data reports, CTLS Writing Touchstones.	
5. Attend local, state, and national conferences to support instruction in literacy. National ESSA Conference, February 16-19, 2022	Title I	February, 2022	Implementation: The principal will approve conference attendance. Administrators and AC will monitor lesson plans and CCC meetings. Impact: Conference attendees will implement best practices in their classroom as well as redeliver content from the conference to the appropriate staff members. Artifacts/Evidence: Conference attendance records, RI data, FRA data, Running Record Data, CTLS Writing Touchstone data	AP: Arends, Hinton AC: Brooks, Harris



SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1	<ul style="list-style-type: none"> The percentage of First grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 74% (end of K) - 78% by the Spring of 2022 The percentage of Second grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 61% (end of 1st) - 70% by the Spring of 2022 The percentage of 1st -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 39% to 45% by the Spring of 2022.
----------------	--

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
1. Continue to implement a dual language immersion program in Kindergarten – 5 th grades with a focus literacy.	CCSD Title III Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, and RTI meetings. Administrators will schedule and monitor monthly DLI Team CCCs. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: Imagine Learning data reports, ESGI data reports, RI, FRA, Running Record data, TKES.</p>	<p>AP: Hinton</p> <p>Academic Coaches</p> <p>Principal</p> <p>AP</p>
2. Incorporate co-teaching and training opportunities for staff and students with the Innovation Specialist with a focus on reading in the content area.	CCSD Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: ESGI data reports, RI, FRA, Running Record data, TKES.</p>	<p>Principal</p> <p>Grizzle</p>
3. Provide opportunities extended day/tutoring /summer academies in literacy.	20 Day Money Title I	October 2021	<p>Implementation: Administrators and AC monitor tutoring lesson plans, CCC meeting notes, RTI discussions.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: ESGI data reports, RI, FRA, Running Record data, CTLS Writing Touchstone data reports.</p>	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

4. Continue to implement Early Learning Literacy Framework in grades K – 2.	CCSD Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2)</p>	
5. Identify struggling students using ESGI progress monitoring system in grades K-2 and the RTI ² Tier 2/Tier 3 process for all students for more individualized strategies for literacy, such as RISE and RISE-UP, tutoring, Read 180, etc.	Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), RTI data reports</p>	
6. Strategic placement of specific students for self-contained EIP classrooms in grades 1 and 2 where a para will provide support.	CCSD Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), RTI data reports</p>	
7. Use EIP & Teachers on Special Assignment to support and implement small group math interventions. (Read 180 – student laptops & resources)	CCSD EIP funds Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), RTI data reports</p>	Principal AP: Arends, Hinton



FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	<ul style="list-style-type: none"> The percentage of First grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 74% (end of K) - 78% by the Spring of 2022 The percentage of Second grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 61% (end of 1st) - 70% by the Spring of 2022 The percentage of 1st -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 39% to 45% by the Spring of 2022.
----------------	--

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
1. Provide families with school policy and compact to support literacy goals at home in English and Spanish.(incorporating the 6 shalls for FACE)			<p>Implementation: Administrators will monitor annual school policy and compact.</p> <p>Impact: Administrators will meet with the parent facilitator monthly to address parental involvement.</p> <p>Artifacts/Evidence: Family involvement/attendance at school wide events.</p>	
2. Provide four Curriculum Nights sessions for parents to learn literacy strategies to implement at home; include an English session and a Spanish session (virtually as needed). Provide resources such as sight word cards, books, phonics games, etc. for families to use at home.	Title I		<p>Implementation: Administrators will monitor curriculum night materials, activities, advertisement, and family/parent attendance.</p> <p>Impact: Administrators will meet with the parent facilitator monthly to address parental involvement.</p> <p>Artifacts/Evidence: Family involvement/attendance at school wide events. RI data.</p>	
3. Continue to implement CTLS Parent, SeeSaw (K-2), and the school web-site as the school-wide modes of communication regarding school events and student work/progress.	CCSD		<p>Implementation: Administrators will monitor CTLS parent messages and website postings from staff and parent facilitator.</p> <p>Impact: Administrators will meet with the parent facilitator and webmaster (media specialist) monthly to address family involvement and school to family communication.</p> <p>Artifacts/Evidence: Family involvement/attendance at school wide events.</p>	
4. Host an ESOL parent workshop quarterly to address reading & writing instruction.	Title III Title I	August 2021	<p>Implementation: Administrators will monitor workshop meetings including curriculum, materials, resources, and lesson plan.</p> <p>Impact: Family/parent participation, math data dig sessions, CCC meeting notes</p> <p>Artifacts/Evidence: sign in sheets, parent survey, ACCESS data, MI data</p>	Principal AP: Arends ESOL Lead: K. Williams



STUDENT GROUPS				
Goal #1	<ul style="list-style-type: none"> The percentage of First grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 74% (end of K) - 78% by the Spring of 2022 The percentage of Second grade students scoring proficient on the (ELF) Early Learning Framework Assessment will increase from 61% (end of 1st) - 70% by the Spring of 2022 The percentage of 1st -5th grade students scoring proficient or advanced on the Reading Inventory will increase from 39% to 45% by the Spring of 2022. 			
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support
Economically Disadvantaged			Implementation/Impact: Artifacts/Evidence:	
English Learners	-Provide instruction based on WIDA “can do” descriptors in the areas of speaking, listening, writing, and reading. -Utilize Next Steps Forward (NSF) in Phonics and Word Study, and Native Language/Culture mirrored texts. -Provide literature from diverse and culturally responsive authors for read alouds, take-home books, Guided Reading, and Classroom library		Implementation/Impact: Administrators and ESOL lead teacher will monitor Individualized Instruction based on individual WIDA “Can Do” Descriptors, Imagine Learning, WIDA Rubrics, System 44/Read 180, New Comer’s Class, Artifacts/Evidence: RI, Running Records, ACCESS Scores, Usage Reports	
Race / Ethnicity			Implementation/Impact: Artifacts/Evidence:	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Foster and Homeless				Implementation/Impact: Artifacts/Evidence:	
Migrant				Implementation/Impact: Artifacts/Evidence:	
Students with Disabilities	-Provide individualized reading instruction using, NSF in Phonics and Word Study, and SWD mirrored texts - Provide portable/take-home books/texts to support grade level standards and reading levels			Implementation/Impact: Administrators and academic coaches will monitor weekly lesson plans and CCC meetings. Artifacts/Evidence: IEP Goal Progress, RI, Phonics Assessments, Running Records	



COHERENT INSTRUCTIONAL SYSTEM

GOAL #2 Math	The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 31% (spring/2021) to 40% by the Spring of 2022			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> ● Method for Monitoring Implementation (Frequency) ● Method for Monitoring Impact (Frequency) ● Artifacts/Evidence 	<ul style="list-style-type: none"> ● Lead (bold) ● Support
1. Integrate Science into Math instruction.	STEM funds Title I	August 2021	<p>Implementation: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI progress (K-2) (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, RI data, CTLS data, ESGI data reports</p>	<p>Principal</p> <p>Academic Coaches: Brooks, Harris</p> <p>Innovation Specialist: Grizzle</p> <p>APs: Arends, Hinton</p>
2. Utilize programs such as Imagine Learning and Dreambox to provide individualized instruction for all students.	CCSD Title I	August 2021	<p>Implementation: Administrators will monthly walk-throughs and monitor lesson plans and collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI (K-2) assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, usage reports, MI data, CTLS data, ESGI data reports</p>	<p>Principal</p> <p>Academic Coaches: Brooks, Harris</p> <p>APs: Arends, Hinton</p>
3. Continued implementation of the Math workshop model, to include movement with math, with fidelity across all grade levels, with a focus on Guided Math Instruction and problem solving for instruction. Resource: Math in Practice	CCSD Title I	August 2021	<p>Implementation: Administrators will conduct monthly walk-throughs and monitor lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI (K-2) assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, MI data, CTLS data, ESGI data reports</p>	<p>Principal</p> <p>Academic Coaches: Brooks, Harris</p> <p>APs: Arends, Hinton</p>
4. Introduce new content with manipulatives, visuals, and movement before moving to abstract concepts for instruction. Resource: Hands On Standards	Title I Local	August 2021	<p>Implementation: Administrators will conduct walk-throughs, lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI (K-2) assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, MI data, CTLS data, ESGI data reports</p>	<p>Principal</p> <p>Academic Coaches: Brooks, Harris</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

				APs: Arends, Hinton
5. Implement problem solving through constructed response tasks/exemplars with graphic organizers and math problem solving journals for instruction.	Title I	August 2021	<p>Implementation: Administrators will conduct walk-throughs and monitor lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, MI data, CTLS data, ESGI data reports</p>	Principal Academic Coaches: Brooks, Harris APs: Arends, Hinton
6. Continue to incorporate Flocabulary into weekly lessons, specifically in the Opening of a lesson, to teach and promote math vocabulary instruction.	Title I	August 2021	<p>Implementation: Administrators will conduct walk-throughs and monitor lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, usage reports, MI data, CTLS data, ESGI data reports</p>	Principal Academic Coaches: Brooks, Harris APs: Arends, Hinton
7. Continue to implement Number Talks during the math block K-5 for instruction.	CCSD Title I	August 2021	<p>Implementation: Administrators will conduct walk-throughs and monitor lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, MI data, CTLS data, ESGI data reports</p>	Principal Academic Coaches: Brooks, Harris APs: Arends, Hinton
8. Implement Interactive Math Walls into classrooms and classroom instruction. (classroom supplies for math wall including velcro, write on charts, etc)	Title I	August 2021	<p>Implementation: Administrators will conduct walk-throughs and monitor lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI assessments (weekly, monthly, quarterly-August 2021-May 2022)</p>	Principal Academic Coaches: Brooks, Harris



TITLE I

ASSESS. ACHIEVE. SUCCEED.

			Artifacts/Evidence: walk-throughs, lesson plans, MI data, CTLS data, ESGI data reports	APs: Arends, Hinton
9. Create and implement a Math Resource Room for teachers (manipulatives, math read alouds, math games, etc.)	Title I Local	August 2021	<p>Implementation: Administrators will conduct walk-throughs and monitor lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, MI data, CTLS data, ESGI data reports</p>	Principal Academic Coaches: Brooks, Harris APs: Arends, Hinton



EFFECTIVE LEADERSHIP				
GOAL #2	The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 31% (spring/2021) to 40% by the Spring of 2022			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Monitor the data team process to identify areas of strength/weaknesses in math for students using ESGI progress monitoring system in K-2 and CTLS Touchstones for all grade, and then plan differentiated Guided Math instruction accordingly.	CCSD Title I	September 2021	<p>Implementation: Administrators will conduct walk-throughs and monitor lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, MI data, CTLS data, ESGI data reports</p>	<p>Principal</p> <p>Academic coaches: Brooks, Harris</p> <p>Assistant Principals: Arends, Hinton</p>
2. Employ two Academic Coaches (primary & intermediate) to support teachers in the delivery of math instruction across all content areas. <i>(note: these coaches will also support ELA. A total of 2 coaches for this budget)</i>	Title I	August 2021	<p>Implementation: Administrators will conduct walk-throughs and monitor lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, MI data, CTLS data, ESGI data reports</p>	<p>Principal</p> <p>Academic coaches: Brooks, Harris</p> <p>Assistant Principals: Arends, Hinton</p>
3. Provide capacity, in terms of a 90- minute math instructional block of time, to implement balanced math instruction.	Local Title I	August 2021	<p>Implementation: Administrators will conduct walk-throughs and monitor lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, MI data, CTLS data, ESGI data reports</p>	<p>Principal</p> <p>Academic coaches: Brooks, Harris</p> <p>Assistant Principals: Arends, Hinton</p>
4. Continue to monitor implement movement in math.	Local Title I	August 2021	<p>Implementation: Administrators will conduct walk-throughs and monitor lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, MI data, CTLS data, ESGI data reports</p>	<p>Principal</p> <p>Academic coaches: Brooks, Harris</p> <p>Assistant Principals: Arends, Hinton</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

5. Monitor the implementation of Interactive Math Walls.	Title I	August 2021	<p>Implementation: Administrators will conduct walk-throughs and monitor lesson plans, collaborative planning notes (weekly-August 2021-May 2022)</p> <p>Impact: common assessments, touchstones, ESGI assessments (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, MI data, CTLS data, ESGI data reports</p>	Principal Academic coaches: Brooks, Harris Assistant Principals: Arends, Hinton



PROFESSIONAL CAPACITY

GOAL #2	The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 31% (spring/2021) to 40% by the Spring of 2022			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> ● Method for Monitoring Implementation (Frequency) ● Method for Monitoring Impact (Frequency) ● Artifacts/Evidence 	<ul style="list-style-type: none"> ● Lead (bold) ● Support
1. Implement a new teacher class and mentoring program to support beginning and 2 nd year teachers. Novice teachers will have a mentor teacher who will serve as a model teacher and confidant. New Teachers will receive professional development in the areas of classroom management, instructional practices, students living in poverty, and technology. (sub coverage)	Title I	August 2021	<p>Implementation: Administrators and AC will monitor monthly meetings between mentors & mentees (new teachers), monthly PL for new teachers, and monthly observations. Administrators will monitor biweekly CCC meetings and weekly team planning. Administrators will evaluate new teachers through TKES annually.</p> <p>Impact: Debriefing discussions between mentors, mentee, and AC after observations, CCC discussions and weekly lesson plans.</p> <p>Artifacts/Evidence: PL agendas & sign-in sheets, lesson plans, observation notes, CCC meeting notes, TKES.</p>	<p>Principal</p> <p>Academic coaches: Brooks, Harris</p> <p>Assistant Principals: Arends, Hinton</p>
2. Implement monthly professional learning to ensure pacing and instruction in math, specifically with interactive math walls, math movement, and guided math (sub coverage and/or super specials)	CCSD Title I	August 2021	<p>Implementation: Administrators and AC will monitor monthly PL and lesson plans. Administrators will monitor biweekly CCC meetings and weekly team planning. Administrators will evaluate teachers through TKES annually.</p> <p>Impact: Biweekly CCC discussions and weekly lesson planning, monthly data dig discussions by teams</p> <p>Artifacts/Evidence: PL agendas & sign-in sheets, lesson plans, CCC meeting notes, TKES, RI data reports, CTLS Writing Touchstones.</p>	<p>Principal</p> <p>Academic coaches: Brooks, Harris</p> <p>Assistant Principals: Arends, Hinton</p>
3. Attend local, state, and national conferences to support instruction in literacy. National ESSA Conference, February 16-19, 2022	Title I	February, 2022	<p>Implementation: The principal will approve conference attendance. Administrators and AC will monitor lesson plans and CCC meetings.</p> <p>Impact: Conference attendees will implement best practices in their classroom as well as redeliver content from the conference to the appropriate staff members.</p> <p>Artifacts/Evidence: Conference attendance records, RI data, FRA data, Running Record Data, CTLS Writing Touchstone data</p>	<p>Principal</p> <p>Assistant Principals: Arends, Hinton</p>
4. Meet weekly & quarterly by grade level for planning of math instruction, including the integration of Science, monitoring of data.	Local Title I	August 2021	<p>Implementation: Administrators and AC will monitor monthly PL and lesson plans. Administrators will monitor biweekly CCC meetings and weekly team planning. Administrators will evaluate teachers through TKES annually.</p> <p>Impact: Biweekly CCC discussions and weekly lesson planning, monthly data dig discussions by teams</p> <p>Artifacts/Evidence: PL agendas & sign-in sheets, lesson plans, CCC meeting notes, TKES, RI data reports, CTLS Writing Touchstones.</p>	<p>Principal</p> <p>Academic coaches: Brooks, Harris</p> <p>Assistant Principals: Arends, Hinton</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>5. Teachers will attend CCSD/Title I math professional learning (sub coverage)</p>	<p>Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators and AC will monitor monthly PL and lesson plans. Administrators will monitor biweekly CCC meetings and weekly team planning. Administrators will evaluate teachers through TKES annually.</p> <p>Impact: Biweekly CCC discussions and weekly lesson planning, monthly data dig discussions by teams</p> <p>Artifacts/Evidence: PL agendas & sign-in sheets, lesson plans, CCC meeting notes, TKES, RI data reports, CTLS Writing Touchstones.</p>	<p>Principal</p> <p>Academic coaches: Brooks, Harris</p> <p>Assistant Principals: Arends, Hinton</p>
---	----------------	--------------------	--	--



SUPPORTIVE LEARNING ENVIRONMENT

GOAL #2	The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 31% (spring/2021) to 40% by the Spring of 2022			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> ● Method for Monitoring Implementation (Frequency) ● Method for Monitoring Impact (Frequency) ● Artifacts/Evidence 	<ul style="list-style-type: none"> ● Lead (bold) ● Support
1. Continue to implement a dual language immersion program in Kindergarten – 5 th .	CCSD Title III Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, and RTI meetings. Administrators will schedule and monitor monthly DLI Team CCCs. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: Imagine Learning data reports, ESGI data reports, RI, FRA, Running Record data, TKES.</p>	<p>AP: Hinton</p> <p>Academic Coaches: Brooks, Harris</p> <p>Principal</p> <p>AP: Arends</p>
2. Incorporate co-teaching and training opportunities for staff and students with the Innovation Specialist with a focus on math integration, STEAM, and PBL	CCSD Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: ESGI data reports, RI, FRA, Running Record data, TKES.</p>	<p>Principal</p> <p>Innovation Specialist: Grizzle</p> <p>AP: Arends, Hinton</p>
3. Provide opportunities extended day/tutoring /summer academies in math.	20 Day Money Title I	October 2021	<p>Implementation: Administrators and AC monitor tutoring lesson plans, CCC meeting notes, RTI discussions.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: ESGI data reports, RI, FRA, Running Record data, CTLS Writing Touchstone data reports.</p>	<p>Principal</p> <p>Academic coaches: Brooks, Harris</p> <p>AP: Arends, Hinton</p>
4. Utilize math and science lab teachers to provide/support math and science instruction for all students. (sub coverage)	Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2)</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Academic coaches & Innovation specialist: Brooks, Harris, Grizzle</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>5. Identify struggling students using ESGI progress monitoring system in grades K-2 and the RTI² Tier 2/Tier 3 process for all students for more individualized strategies for math, Dream Box, Imagine Learning, tutoring, etc.</p>	<p>Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), RTI data reports</p>	<p>Principal AP: Arends, Hinton Academic coaches & Innovation specialist: Brooks, Harris, Grizzle</p>
<p>6. Strategic placement of specific students for self-contained EIP classrooms in grades 1 and 2 where a para will provide support.</p>	<p>CCSD Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), RTI data reports</p>	<p>Principal AP: Arends, Hinton</p>
<p>7. Use EIP & Teachers on Special Assignment to support and implement small group math interventions. (Dream box – student laptops)</p>	<p>CCSD EIP funds Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), RTI data reports</p>	<p>Principal AP: Arends, Hinton</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2 Math	The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 31% (spring/2021) to 40% by the Spring of 2022			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Provide families with school policy and compact to support math goals at home in English and Spanish.	Title I	August 2021	<p>Implementation: Administrators will monitor annual school policy and compact.</p> <p>Impact: Administrators will meet with the parent facilitator monthly to address parental involvement.</p> <p>Artifacts/Evidence: Family involvement/attendance at school wide events. sign-in sheet, agenda, hard copies of handouts when applicable. (August 2021-October 2021)</p>	Principal Parent Facilitator: Escobedo
2. Provide CTLS Parent and CTLS Learn and home folders to highlight content, strategies, and communication.	CCSD Title I	August 2021	<p>Implementation: Administrators will monitor CTLS parent messages and use of home folders.</p> <p>Impact: Sign in sheets, meeting agendas, hard copies of handouts when applicable. (August 2021-May 2022)</p> <p>Artifacts/Evidence: parent surveys, MI data</p>	Principal Parent Facilitator: Escobedo AP: Arends, Hinton
3. Provide four curriculum sessions (hybrid) for parents to learn math strategies to implement at home.	Title I	August 2021	<p>Implementation: Administrators will monitor agendas, materials/resources, and sign in sheets for curriculum nights. (August 2021-May 2022)</p> <p>Impact: Family/parent participation, math data dig sessions, CCC meeting notes</p> <p>Artifacts/Evidence: MI data, touchstones, parent surveys</p>	Principal Parent Facilitator: Escobedo AP: Arends, Hinton
4. Provide flash cards, math games, etc. for students to use at home.	Local Title I	August 2021	<p>Implementation: Administrators will monitor lesson plans and CCC meeting agendas/notes (quarterly-August 2021-May 2022)</p> <p>Impact: Family/parent involvement, math data dig sessions, CCC meeting notes</p> <p>Artifacts/Evidence: MI data, CTLS data, ESGI data</p>	Principal Parent Facilitator: Escobedo AP: Arends, Hinton



TITLE I

ASSESS. ACHIEVE. SUCCEED.

5. Provide links to videos of modeling math best practices via CTLS parent, blogs, etc.	CCSD Title I	August 2021	<p>Implementation: Administrators will monitor website posts and usage, lesson plans, and CCC meetings agendas and notes. (daily, weekly- August 2021-May 2022)</p> <p>Impact: Family/parent participation, math data dig sessions, CCC meeting notes</p> <p>Artifacts/Evidence: MI data, CTLS data, parent surveys</p>	Principal Parent Facilitator: Escobedo AP: Arends, Hinton
6. Implement CTLS Parent as school wide communication regarding school events and student work/progress.	CCSD Title I	August 2021	<p>Implementation: Administrators will monitor website and CTLS parent usage (weekly-August 2021-2022)</p> <p>Impact: Family/parent participation, math data dig sessions, CCC meeting notes</p> <p>Artifacts/Evidence: usage reports, parent survey</p>	Principal Parent Facilitator: Escobedo AP: Arends, Hinton
7. Host an ESOL parent workshop quarterly to address math instruction.	Title III Title I	August 2021	<p>Implementation: Administrators will monitor workshop meetings including curriculum, materials, resources, and lesson plan.</p> <p>Impact: Family/parent participation, math data dig sessions, CCC meeting notes</p> <p>Artifacts/Evidence: sign in sheets, parent survey, ACCESS data, MI data</p>	Principal AP: Arends ESOL Lead: K. Williams

STUDENT GROUPS					
Goal #2 Math	The percentage of K-5 students scoring proficient or advanced on the Math Inventory will increase from 31% (spring/2021) to 40% by the Spring of 2022				
	Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support
Economically Disadvantaged				<p>Implementation/Impact:</p> <p>Artifacts/Evidence:</p>	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

English Learners	<p>Provide vocabulary/visual as needed to use in class and at home.</p> <p>Preview math vocabulary (classroom teacher and/or ESOL teacher)</p> <p>Use Imagine Learning resource regularly for EL students receiving ESOL services</p> <p>Implement ELL TEAM Toolkit curriculum to be used by ESOL teachers</p>	Title III Title I	August 2021	<p>Implementation: Administrators and ESOL lead teacher will monitor Individualized Instruction based on individual WIDA “Can Do” Descriptors, Imagine Learning, WIDA Rubrics, System 44/Read 180, New Comer’s Class. Monitoring will occur monthly.</p> <p>Impact: ACCESS tests, common assessments, bi-weekly CCC meeting discussions and notes</p> <p>Artifacts/Evidence: MI, ACCESS Scores, Usage Reports.</p>	
Race / Ethnicity				<p>Implementation/Impact:</p> <p>Artifacts/Evidence:</p>	
Foster and Homeless				<p>Implementation/Impact:</p> <p>Artifacts/Evidence:</p>	
Migrant				<p>Implementation/Impact:</p> <p>Artifacts/Evidence:</p>	
Students with Disabilities	<p>Provide foundational skills instruction and time for students to practice.</p> <p>Provide extended use of manipulatives and graphic organizers.</p>	Local Title I	August 2021	<p>Implementation: Administrators and ESOL lead teacher will monitor Individualized Instruction based on individual WIDA “Can Do” Descriptors, Imagine Learning, WIDA Rubrics, System 44/Read 180, New Comer’s Class. Monitoring will occur monthly.</p> <p>Impact: ACCESS tests, common assessments, bi-weekly CCC meeting discussions and notes</p> <p>Artifacts/Evidence: MI, ACCESS Scores, Usage Reports.</p>	



TITLE I

ASSESS. ACHIEVE. SUCCEED.



COHERENT INSTRUCTIONAL SYSTEM

<p>GOAL #3 Science</p>	<p>75% of 5th Grade students will score in the Developing performance domain or higher according to the Science Touchstone assessments each quarter.</p>			
<p>Action Step(s)</p>	<p>Funding Source(s)</p>	<p>Start Date</p>	<p> <ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence </p>	<p> <ul style="list-style-type: none"> • Lead (bold) • Support </p>
<p>1. Integrate Science into other content areas, including math and reading. Be sure all students use STEAM journals. Provide teacher training on how to implement science journals. Use Claim Evidence Reasoning (CER) framework.</p>	<p>Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, monthly vertical teams, CCCs, & STEAM leadership team meetings as well as PL sessions.</p> <p>Impact: Quarterly Touchstone assessments in 5th grade, data dig notes</p> <p>Artifacts/Evidence: STEAM journals, lesson plans, student work, CTLS Science touchstone assessments, common assessment data results</p>	<p>Lead: Innovation Specialist (Grizzle)</p> <p>AP: Arends, Hinton</p> <p>Academic Coaches: Brooks, Harris</p> <p>Support: STEAM leadership team</p>
<p>2. Provide high interest science resources: Scholastic Science magazines, Science A to Z, Generation Genius, Flocabulary</p>	<p>EIP Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor lesson plans, Professional development during monthly vertical teams, CCCs, & the STEAM leadership team meetings.</p> <p>Impact: Quarterly Touchstone assessments in 5th grade, data dig notes</p> <p>Artifacts/Evidence: lesson plans, student work, CTLS Science Touchstones</p>	<p>Lead: Innovation Specialist (Grizzle)</p> <p>AP: Arends, Hinton</p> <p>Academic Coaches: Brooks, Harris</p> <p>Support: STEAM leadership team</p>
<p>3. Implement Project Based Learning lessons</p>	<p>STEM donation fund Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor lesson plans, Professional development during monthly vertical teams, CCCs, & the STEAM leadership team meetings.</p> <p>Impact: Quarterly Touchstone assessments in 5th grade, data dig notes</p> <p>Artifacts/Evidence: lesson plans, student work, CTLS Science Touchstones, STEAM journals</p>	<p>Lead: Innovation Specialist (Grizzle)</p> <p>AP: Arends, Hinton</p> <p>Academic Coaches: Brooks, Harris</p> <p>Support: STEAM leadership team</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>4. Integrate Science instruction into PE, Art, and Music</p>	<p>STEM donation Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor lesson plans, Professional development during monthly vertical teams, CCCs, & the STEAM leadership team meetings.</p> <p>Impact: Quarterly Touchstone assessments in 5th grade, data dig notes</p> <p>Artifacts/Evidence: lesson plans, student work, CTLS Science Touchstones, STEAM journals</p>	<p>Lead: Innovation Specialist (Grizzle)</p> <p>AP: Arends, Hinton</p> <p>Academic Coaches: Brooks, Harris</p> <p>Support: STEAM leadership team</p>
---	----------------------------------	--------------------	---	--



EFFECTIVE LEADERSHIP				
GOAL #3 Science	75% of 5 th Grade students will score in the Developing performance domain or higher according to the Science Touchstone assessments each quarter.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Monitor and provide capacity for Science integration into other content areas, including math and reading. Be sure all students use STEAM journals. Provide teacher training on how to implement science journals. Use Claim Evidence Reasoning (CER) framework.	Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, monthly vertical teams, CCCs, & STEAM leadership team meetings as well as PL sessions.</p> <p>Impact: Quarterly Touchstone assessments in 5th grade, data dig notes</p> <p>Artifacts/Evidence: STEAM journals, lesson plans, student work, CTLS Science touchstone assessments, common assessment data results</p>	<p>Lead: Innovation Specialist (Grizzle)</p> <p>AP: Arends, Hinton</p> <p>Academic Coaches: Brooks, Harris</p>
2. Ensure that high interest science resources such as: Scholastic Science magazines, Science A to Z, Generation Genius, Flocabulary are available to all students.	EIP Title I	August 2021	<p>Implementation: Administrators will monitor lesson plans, Professional development during monthly vertical teams, CCCs, & the STEAM leadership team meetings.</p> <p>Impact: Quarterly Touchstone assessments in 5th grade, data dig notes</p> <p>Artifacts/Evidence: lesson plans, student work, CTLS Science Touchstones</p>	<p>Lead: Innovation Specialist (Grizzle)</p> <p>AP: Arends, Hinton</p> <p>Academic Coaches: Brooks, Harris</p>
3. Support and create capacity for the implementation of Project Based Learning lessons through Professional Development and resources.	STEM donation Title I	August 2021	<p>Implementation: Administrators will monitor lesson plans, Professional development during monthly vertical teams, CCCs, & the STEAM leadership team meetings.</p> <p>Impact: Quarterly Touchstone assessments in 5th grade, data dig notes</p> <p>Artifacts/Evidence: lesson plans, student work, CTLS Science Touchstones, STEAM journals</p>	<p>Lead: Innovation Specialist (Grizzle)</p> <p>AP: Arends, Hinton</p> <p>Academic Coaches: Brooks, Harris</p>
4. Monitor the implementation of Integrating Science instruction into PE, Art, and Music	STEM donation Title I	August 2021	<p>Implementation: Administrators will monitor lesson plans, Professional development during monthly vertical teams, CCCs, & the STEAM leadership team meetings.</p> <p>Impact: Quarterly Touchstone assessments in 5th grade, data dig notes</p> <p>Artifacts/Evidence: lesson plans, student work, CTLS Science Touchstones, STEAM journals</p>	<p>Lead: Innovation Specialist (Grizzle)</p> <p>AP: Arends, Hinton</p> <p>Academic Coaches: Brooks, Harris</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.



PROFESSIONAL CAPACITY				
GOAL #3 Science	75% of 5 th Grade students will score in the Developing performance domain or higher according to the Science Touchstone assessments each quarter.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Implement a new teacher class and mentoring program to support beginning and 2 nd year teachers. Novice teachers will have a mentor teacher who will serve as a model teacher and confidant. New Teachers will receive professional development in the areas of classroom management, instructional practices, students living in poverty, and technology. (sub coverage)	Title I	August 2021	<p>Implementation: Administrators and AC will monitor monthly meetings between mentors & mentees (new teachers), monthly PL for new teachers, and monthly observations. Administrators will monitor biweekly CCC meetings and weekly team planning. Administrators will evaluate new teachers through TKES annually.</p> <p>Impact: Debriefing discussions between mentors, mentee, and AC after observations, CCC discussions and weekly lesson plans.</p> <p>Artifacts/Evidence: PL agendas & sign-in sheets, lesson plans, observation notes, CCC meeting notes, TKES.</p>	<p>Principal</p> <p>Academic coaches: Brooks, Harris</p> <p>Innovation Specialist: Grizzle</p> <p>Assistant Principals: Arends, Hinton</p>
2. Hire an Innovation Specialist to train and coach teachers on science instructional best practices, including science integration.	CCSD Title I	August	<p>Implementation: Administrators will monitor biweekly CCC meetings and weekly team planning. Administrators will evaluate new teachers through TKES annually.</p> <p>Impact: CCC discussions and weekly lesson plans.</p> <p>Artifacts/Evidence: PL agendas & sign-in sheets, lesson plans, CCC meeting notes, TKES.</p>	<p>Principal</p> <p>Innovation Specialist: Grizzle</p> <p>Assistant Principals: Arends, Hinton</p>
3. Utilize math and science lab teachers to provide/support math and science instruction for all students. (sub coverage)	Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2)</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Academic coaches & Innovation specialist: Brooks, Harris, Grizzle</p>
			<p>Implementation:</p> <p>Artifacts/Evidence:</p>	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

			Implementation: Artifacts/Evidence:	
--	--	--	--	--



SUPPORTIVE LEARNING ENVIRONMENT

GOAL #3	75% of 5 th Grade students will score in the Developing performance domain or higher according to the Science Touchstone assessments each quarter.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> ● Method for Monitoring Implementation (Frequency) ● Method for Monitoring Impact (Frequency) ● Artifacts/Evidence 	<ul style="list-style-type: none"> ● Lead (bold) ● Support
1. Continue to implement a dual language immersion program in Kindergarten – 5 th .	CCSD Title III Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, and RTI meetings. Administrators will schedule and monitor monthly DLI Team CCCs. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: Imagine Learning data reports, ESGI data reports, RI, FRA, Running Record data, CTLS Touchstone data TKES.</p>	<p>AP: Hinton</p> <p>Academic Coaches: Brooks, Harris</p> <p>Principal</p> <p>AP: Arends</p>
2. Purchase Science Scholastic Journals, Scholastic Super Science Magazine, and Science A-Z that are developmentally appropriate to meet the needs of diverse learners.	Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: ESGI data reports, RI, FRA, Running Record data, TKES.</p>	<p>Principal</p> <p>Innovation Specialist: Grizzle</p> <p>AP: Arends, Hinton</p>
2. Incorporate co-teaching and training opportunities for staff and students with the Innovation Specialist with a focus on math integration, STEAM, and PBL	CCSD Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: ESGI data reports, RI, FRA, Running Record data, CTLS Science Touchstone data, TKES.</p>	<p>Principal</p> <p>Innovation Specialist: Grizzle</p> <p>AP: Arends, Hinton</p>
3. Provide opportunities extended day/tutoring /summer academies in Science and STEAM.	20 Day Money Title I	October 2021	<p>Implementation: Administrators and AC monitor tutoring lesson plans, CCC meeting notes, RTI discussions.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: ESGI data reports, RI, FRA, Running Record data, CTLS Writing Touchstone data reports.</p>	<p>Principal</p> <p>Academic coaches: Brooks, Harris</p> <p>Innovation Specialist: Grizzle</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

				AP: Arends, Hinton
4. Utilize math and science lab teachers to provide/support math and science instruction for all students. (sub coverage)	Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2)</p>	Principal AP: Arends, Hinton Academic coaches & Innovation specialist: Brooks, Harris, Grizzle
5. Identify struggling students using ESGI progress monitoring system in grades K-2 and the RTI ² Tier 2/Tier 3 process for all students for more individualized strategies for math, Dream Box, Imagine Learning, tutoring, etc.	Title I	August 2021	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), RTI data reports</p>	Principal AP: Arends, Hinton Academic coaches & Innovation specialist: Brooks, Harris, Grizzle



FAMILY AND COMMUNITY ENGAGEMENT

GOAL #3 Science	75% of 5 th Grade students will score in the Developing performance domain or higher according to the Science Touchstone assessments each quarter.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Family STEAM Night	STEM funds Title I	August 2021	<p>Implementation: Principal will schedule and monitor STEAM night annually. Administrators will monitor agendas, materials/resources, and sign in sheets for STEAM night.</p> <p>Impact: Family/parent participation, science data dig sessions, CCC meeting notes</p> <p>Artifacts/Evidence: Science CTLS touchstones, parent surveys, STEAM journals, STEAM boards</p>	<p>Principal</p> <p>Innovation specialist: Grizzle</p> <p>AP: Arends, Hinton</p>
2. Provide CTLS Parent and CTLS Learn and home folders to highlight content, strategies, and communication.	CCSD Title I	August 2021	<p>Implementation: Administrators will monitor CTLS parent messages and use of home folders.</p> <p>Impact: Sign in sheets, meeting agendas, hard copies of handouts when applicable. (August 2021-May 2022), CCC meeting notes</p> <p>Artifacts/Evidence: parent surveys, Science CTLS Touchstone data, Science common assessment data</p>	<p>Principal</p> <p>Parent Facilitator: Escobedo</p> <p>AP: Arends, Hinton</p>
3. Provide four curriculum sessions (hybrid) for parents to learn Science/STEAM strategies to implement at home.	Title I	August 2021	<p>Implementation: Administrators will monitor agendas, materials/resources, and sign in sheets for curriculum nights. (August 2021-May 2022)</p> <p>Impact: Family/parent participation, math data dig sessions, CCC meeting notes</p> <p>Artifacts/Evidence: MI data, touchstones, parent surveys</p>	<p>Principal</p> <p>Parent Facilitator: Escobedo</p> <p>AP: Arends, Hinton</p> <p>Brooks, Harris, Grizzle</p>
4. Provide resources and strategies to parents as needed to support science in the home. (ebooks, Science materials, etc.)	STEM fund TITLE I	August 2021	<p>Implementation: Administrators will monitor & approve materials/resources. Administrators will monitor bi-weekly CCC meetings.</p> <p>Impact: Family/parent participation, science data dig sessions, CCC meeting notes</p> <p>Artifacts/Evidence: MI data, touchstones, parent surveys</p>	<p>Principal</p> <p>Parent Facilitator: Escobedo</p> <p>AP: Arends, Hinton</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

				Brooks, Harris, Grizzle
--	--	--	--	-------------------------------

STUDENT GROUPS

Goal #3 Science	75% of 5 th Grade students will score in the Developing performance domain or higher according to the Science Touchstone assessments each quarter.				
	Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation/Impact • Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> • Lead (bold) • Support
	Economically Disadvantaged			Implementation/Impact: Artifacts/Evidence:	
	Provide culturally diverse/relevant Science literature Provide visuals for Science vocabulary	STEM donation Title I	August 2021	Implementation: Administrators will monitor Professional development during monthly vertical teams, CCCs, STEAM leadership team Impact: Quarterly Touchstone assessments Artifacts/Evidence: Print rich environment, STEAM journals	Lead: Innovation Specialist (Grizzle) Support: STEAM leadership team
	Race / Ethnicity			Implementation/Impact: Artifacts/Evidence:	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Foster and Homeless				Implementation/Impact: Artifacts/Evidence:	
Migrant				Implementation/Impact: Artifacts/Evidence:	
Students with Disabilities	Focus on using hands-on lessons through materials that all students can manipulate and easily use Provide culturally diverse/relevant literature that includes SWD stories/characters/themes with science concepts to all students	STEM donation Title I		Implementation: Professional development during monthly vertical teams, CCCs, STEAM leadership team Impact: Quarterly Touchstone assessments Artifacts/Evidence: Print rich environment, STEAM journals	Lead: Innovation Specialist (Grizzle) Support: STEAM leadership team

COHERENT INSTRUCTIONAL SYSTEM

GOAL #4 SEL	<p>Social Emotional Learning</p> <ul style="list-style-type: none"> By the end of the school year, students in grades K-2 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 63% to 70%), sadness (from 70% to 75%), or worry (from 70% to 75%). By the end of the school year, students in grades 3-5 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 76% to 80%), sadness (from 77% to 80%), or worry (from 80% to 84%). 				
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support 	
1. Teach social and emotional skills, with a focus on Emotional Regulation, following Responsive Schools framework and Second Steps Curriculum during Morning Meetings	CCSD Title I	Aug 2021	Implementation: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2021-May 2022). Homeroom teachers will implement a daily Morning Meeting.	Principal AP: Arends, Hinton Lead Counselor: Jones Classroom Teachers	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

			<p>Impact: SE; common assessments, ESGI progress (K-2), Morning meeting lessons/content, discipline referrals, (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data</p>	
2. Teach social and emotional skills, with a focus on Emotional Regulation, through the continued implementation of Second Steps Curriculum	CCSD Title I	Aug 2021	<p>Implementation: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2021-May 2022). Homeroom teachers will implement a daily Morning Meeting.</p> <p>Impact: SE; common assessments, ESGI progress (K-2), Morning meeting lessons/content, discipline referrals, (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Lead Counselor: Jones</p> <p>Classroom teachers</p>
3. Teach social and emotional skills through the Bucket Filling mantra.	Title I	Aug 2021	<p>Implementation: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2021-May 2022). Homeroom teachers will implement a daily Morning Meeting.</p> <p>Impact: SE; common assessments, ESGI progress (K-2), Morning meeting lessons/content, discipline referrals, (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Lead Counselor: Jones</p> <p>Classroom teachers</p>
4. Implement a Jaguar (Student) of the week per class. Celebrate the students through parades, recognition, prizes, etc. school-wide.	Title I	August 2021	<p>Implementation: Administrators schedule and monitor weekly school-wide student recognition. Administrators will monitor biweekly CCC meetings. (weekly-August 2021-May 2022). Homeroom teachers will implement a daily Morning Meeting.</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Lead Counselor: Jones</p> <p>Classroom teachers</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

			<p>Impact: SE; common assessments, ESGI progress (K-2), Morning meeting lessons/content, discipline referrals, (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data</p>	
4. Implement a school-wide discipline matrix/plan with clear behavior expectations and consequences.	Local Title I	Aug 2021	<p>Implementation: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2021-May 2022). Homeroom teachers will implement a daily Morning Meeting.</p> <p>Impact: SE; common assessments, ESGI progress (K-2), Morning meeting lessons/content, discipline referrals, (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Behavior Support Specialist: Sharp</p> <p>All school staff and admin</p>
5. Implement SEL lessons created by school counselors, using mirrors/windows text written by culturally responsive authors.	CCSD Title I	Aug 2021	<p>Implementation: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2021-May 2022).</p> <p>Impact: SE; common assessments, ESGI progress (K-2), Morning meeting lessons/content, discipline referrals, (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Lead Counselor: Jones</p> <p>School Counselors</p>
6. Increase the number of Check & Connect mentors for students	CCSD Title I	Aug 2021	<p>Implementation: Administrators will monitor weekly meetings with mentees, meet with C & C liaison bi-monthly to review student progress, and will monitor CCC meetings.</p> <p>Impact: SE; common assessments, ESGI progress (K-2), Morning meeting lessons/content, discipline referrals, SEL common assessments,</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Behavior Support Specialist: Sharp</p> <p>All school staff and admin</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

			(weekly, monthly, quarterly-August 2021-May 2022) Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data	
7. Trauma training for all MES staff to address pandemic-related social/emotional needs of students	CCSD Title I	Aug 2021	Implementation: Principal will schedule and monitor pre-planning training by CCSD personnel. Administrators will monitor staff participation, bi-weekly CCC meetings, participate in bimonthly counselor/behavior specialist/social worker meetings, and monitor SEL data digs. Impact: SE; common assessments, ESGI progress (K-2), Morning meeting lessons/content, discipline referrals, SEL common assessments, staff attendance/participation (weekly, monthly, quarterly-August 2021-May 2022) Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data, sign-in sheets	Principal AP: Arends, Hinton Lead Counselor: Jones Classroom teachers

EFFECTIVE LEADERSHIP				
GOAL #4 SEL	<p>Social Emotional Learning</p> <ul style="list-style-type: none"> By the end of the school year, students in grades K-2 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 63% to 70%), sadness (from 70% to 75%), or worry (from 70% to 75%). By the end of the school year, students in grades 3-5 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 76% to 80%), sadness (from 77% to 80%), or worry (from 80% to 84%). 			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support



TITLE I

ASSESS. ACHIEVE. SUCCEED.

1. Continue with a certified teacher (Brock Sharp) to teach coping skills and social-emotional skills to students who repeatedly demonstrate inappropriate school behavior.	CCSD Title I	August 2021	<p>Implementation: Administrators will conduct walk-throughs and monitor lesson plans, collaborative planning notes. Administrators will meet bimonthly with Mr. Sharp to review student & infraction log and student behavior progress.</p> <p>Impact: SEL common assessments, student attendance and infraction log, SEL lessons, bimonthly meeting notes, discipline referrals, parent communication.</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, SEL data reports, discipline data, student infraction log</p>	Principal Behavior Specialist: Sharp School counselors and social worker School staff
2. Monitor the teaching of social and emotional skills following Responsive Schools framework, specifically, Morning Meeting, Second Steps Curriculum & counselor created lessons.	CCSD TITLE I	August 2021	<p>Implementation: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans & collaborative planning notes.</p> <p>Impact: SEL common assessments, student attendance and infraction log, SEL lessons, bimonthly (Admin/counselor) meeting notes, discipline referrals, parent communication regarding student/jaguar of the week.</p> <p>Artifacts/Evidence: walk-throughs, lesson plans, SEL data reports, discipline data, student infraction log, Jaguars of the Week display/website</p>	Principal Behavior Specialist: Sharp School counselors and social worker School staff
3. Build capacity in the master schedule for a 20-minute Morning Meeting each day in each homeroom class.	LOCAL Title I	August 2021	<p>Implementation: Principal will create a year-long master schedule that includes a daily 20-minute morning meeting block. Administrators will monitor weekly lesson plans and biweekly CCC meetings.</p> <p>Impact: Weekly lesson plans, biweekly CCC meeting notes, SEL data digs, Jaguar of the Week students</p> <p>Artifacts/Evidence: walk-through data, lesson plans, SEL data results, school-wide discipline data</p>	Principal AP: Arends, Hinton School counselors and social worker School staff
4. Implement and monitor the Bucket Filling mantra.	LOCAL Title I	August 2021	<p>Implementation: Principal will create a year-long master schedule that includes a daily 20-minute morning meeting block. Administrators will monitor weekly lesson plans and biweekly CCC meetings.</p> <p>Impact: Weekly lesson plans, biweekly CCC meeting notes, SEL data digs, Jaguar of the Week students</p> <p>Artifacts/Evidence: walk-through data, lesson plans, SEL data results, school-wide discipline data</p>	Principal AP: Arends, Hinton School counselors and social worker School staff



TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>5. Monitor the implementation and provide ongoing feedback to teachers regarding the school-wide discipline matrix/plan.</p>	<p>Local Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2021-May 2022). Homeroom teachers will implement a daily Morning Meeting.</p> <p>Impact: SE; common assessments, ESGI progress (K-2), Morning meeting lessons/content, discipline referrals, (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data</p>	<p>Principal AP: Arends, Hinton Behavior Support Specialist: Sharp All school staff and admin</p>
<p>6. Implement and monitor Check & Connect mentors</p>	<p>CCSD Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly meetings with mentees, meet with C & C liaison bi-monthly to review student progress, and will monitor CCC meetings.</p> <p>Impact: SE; common assessments, ESGI progress (K-2), Morning meeting lessons/content, discipline referrals, SEL common assessments, (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data</p>	<p>Principal AP: Arends, Hinton Behavior Support Specialist: Sharp All school staff and admin</p>

<p style="text-align: center;">PROFESSIONAL CAPACITY</p>				
<p>GOAL #4 SEL</p>	<p>Social Emotional Learning</p> <ul style="list-style-type: none"> By the end of the school year, students in grades K-2 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 63% to 70%), sadness (from 70% to 75%), or worry (from 70% to 75%). By the end of the school year, students in grades 3-5 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 76% to 80%), sadness (from 77% to 80%), or worry (from 80% to 84%). 			
<p style="text-align: center;">Action Step(s)</p>	<p style="text-align: center;">Funding Source(s)</p>	<p style="text-align: center;">Start Date</p>	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support



TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>1. Conduct professional learning to ensure consistent implementation Second Steps curriculum and of positive behavior strategies, with a focus on antecedent/ root causes of behaviors and the most effective strategies to support the students and develop Emotional Regulation.</p>	<p>CCSD Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), parent communication logs, discipline data</p>	<p>Principal AP: Arends, Hinton Academic coaches & Innovation specialist: Brooks, Harris, Grizzle</p>
<p>2. Continue to Implement the Bucket Filling mantra by adding visual or physical displays in hallways and quarterly pep-rally/student recognition. Focus for K-2: self-awareness and self-management. Focus for 3 – 5: social awareness, relationship skills, responsible decision making.</p>	<p>Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), parent communication logs, discipline data</p>	<p>Principal AP: Arends, Hinton Lead Counselor: Jones Academic coaches & Innovation specialist: Brooks, Harris, Grizzle</p>
<p>3. Implement a school-wide discipline matrix/plan, with a focus on appropriate consequences for student behavior</p>	<p>Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will conduct monthly walk-throughs and monitor weekly lesson plans and collaborative planning notes (weekly-August 2021-May 2022). Homeroom teachers will implement a daily Morning Meeting.</p> <p>Impact: SE; common assessments, ESGI progress (K-2), Morning meeting lessons/content, discipline referrals, (weekly, monthly, quarterly-August 2021-May 2022)</p> <p>Artifacts/Evidence: walk through feedback, lesson plans, collaborative planning notes, ESGI data reports, SEL data results, discipline referral data</p>	<p>Principal AP: Arends, Hinton Behavior Support Specialist: Sharp All school staff and admin</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>4. Implement professional learning that focuses on Social Emotional Skills: Self-awareness, Self-management, Social awareness, Relationship skills, and Responsible decision making.</p>	<p>CCSD Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), parent communication logs, discipline data</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Lead Counselor: Jones</p> <p>Academic coaches & Innovation specialist: Brooks, Harris, Grizzle</p>
---	-------------------------	--------------------	---	--

SUPPORTIVE LEARNING ENVIRONMENT

<p>GOAL #4 SEL</p>	<p>Social Emotional Learning</p> <ul style="list-style-type: none"> By the end of the school year, students in grades K-2 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 63% to 70%), sadness (from 70% to 75%), or worry (from 70% to 75%). By the end of the school year, students in grades 3-5 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger (from 76% to 80%), sadness (from 77% to 80%), or worry (from 80% to 84%).
-------------------------------	---

<p>Action Step(s)</p>	<p>Funding Source(s)</p>	<p>Start Date</p>	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
<p>1.Continue to Implement morning meetings and positive behavior practices to promote social emotional learning.</p>	<p>Local Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), parent communication logs, discipline data</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Lead Counselor: Jones</p> <p>Academic coaches & Innovation specialist: Brooks, Harris, Grizzle</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>2. Provide small group instruction with positive behavior strategies through Check & Connect mentors & Counselor’s groups for remote learning and face to face instruction.</p>	<p>CCSD Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), parent communication logs, discipline data</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Lead Counselor: Jones</p> <p>Academic coaches & Innovation specialist: Brooks, Harris, Grizzle</p>
<p>3. Continue to implement a school-wide tiered discipline plan/matrix, with a focus on outliers</p>	<p>Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), parent communication logs, discipline data</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>Lead Counselor: Jones</p> <p>Academic coaches & Innovation specialist: Brooks, Harris, Grizzle</p>
<p>4. Identify struggling students and use the RTI2 Tier 2/Tier 3 process for more individualized strategies for behavior, with a focus on individual needs of students (visual schedules)</p>	<p>CCSD Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), parent communication logs, discipline data</p>	<p>Principal</p> <p>AP: Arends, Hinton</p> <p>RTI Coordinator: Dana Jones</p> <p>Academic coaches & Innovation specialist: Brooks, Harris, Grizzle</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>5. Positive hallway visuals for behavior, SEL skills, Bucket Filling, Noise Levels</p>	<p>CCSD Title I</p>	<p>August 2021</p>	<p>Implementation: Administrators will monitor weekly lesson plans, biweekly CCC meetings, PL sessions, data digs, and RTI meetings. Administrators will evaluate teachers on TKES.</p> <p>Impact: CCC discussions, RTI meeting discussions about specific students and strategies, PL implementation, data dig discussions.</p> <p>Artifacts/Evidence: FRA data reports, RI data reports, CTLS Writing Touchstone data, ESGI data reports (K-2), parent communication logs, discipline data</p>	<p>Principal AP: Arends, Hinton Lead Counselor: Jones Academic coaches & Innovation specialist: Brooks, Harris, Grizzle</p>
---	-------------------------	------------------------	---	--

FAMILY AND COMMUNITY ENGAGEMENT

<p>GOAL #4 SEL</p>	<p>Social Emotional Learning</p> <ul style="list-style-type: none"> By the end of the school year, students in grades K-2 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger(from 63% to 70%) , sadness (from 70% to 75%), or worry (from 70% to 75%). By the end of the school year, students in grades 3-5 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger(from 76% to 80%) , sadness (from 77% to 80%), or worry (from 80% to 84%). 			
<p>Action Step(s)</p>	<p>Funding Source(s)</p>	<p>Start Date</p>	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
<p>1. Provide families with school policy and compact to support behavior goals at home in English and Spanish.</p>	<p>Title I</p>	<p>Aug 2021</p>	<p>Implementation: Administrators will monitor annual school policy and compact.</p> <p>Impact: Administrators will meet with the parent facilitator monthly to address parental involvement.</p> <p>Artifacts/Evidence: Family involvement/attendance at school wide events. sign-in sheet, agenda, hard copies of handouts when applicable. (August 2021- October 2021)</p>	<p>Principal Parent Facilitator: Escobedo</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

2. Use school website, take-home folders to highlight school-wide behavior initiatives & SEL skills.	Title I	Aug 2021	<p>Implementation: Administrators will monitor CTLs parent messages and use of home folders.</p> <p>Impact: Sign in sheets, meeting agendas, hard copies of handouts when applicable. (August 2021-May 2022)</p> <p>Artifacts/Evidence: parent surveys, MI data, SEL common formative data</p>	Principal Parent Facilitator: Escobedo AP: Arends, Hinton
3. Provide four Curriculum Nights sessions for parents to learn strategies to implement at home.	Title I	Aug 2021	<p>Implementation: Administrators will monitor agendas, materials/resources, and sign in sheets for curriculum nights. (August 2021-May 2022)</p> <p>Impact: Family/parent participation, SEL data dig sessions, CCC meeting notes</p> <p>Artifacts/Evidence: parent surveys, SEL data</p>	Principal Parent Facilitator: Escobedo AP: Arends, Hinton
4. Provide resources and strategies to parents as needed to support behavior in the home. (ebooks, SES materials)	Title I	Aug 2021	<p>Implementation: Administrators will monitor lesson plans and CCC meeting agendas/notes (quarterly-August 2021-May 2022)</p> <p>Impact: Family/parent involvement, math data dig sessions, CCC meeting notes</p> <p>Artifacts/Evidence: SEL data, ESGI data</p>	Principal Parent Facilitator: Escobedo AP: Arends, Hinton
5. Provide workshops to support families	Title I	Aug 2021	<p>Implementation: School counselors will conduct a Quarterly lunch/learn or breakfast club about parenting/family related issues. Principal will monitor workshop. Administrators will meet with counselors bimonthly to discuss needs and progress of support for families.</p> <p>Impact: Family/parent involvement, bimonthly admin/counselor meeting notes, presentation</p> <p>Artifacts/Evidence: attendance/sign-in sheets, SEL data, ESGI data, presentation agendas</p>	Principal Lead Counselor: Jones Counselors School staff
6. Continue with Jaguar of the Week program including calling parents to share teacher comments		Aug 2021	<p>Implementation: Weekly teaching of character word of the week during morning meetings. Administrators will monitor weekly lesson plans and biweekly CCC meetings.</p>	Principal Lead Counselor: Jones



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Organize CCSD Character Ed. Words by Second Step curriculum topics			Impact: Discipline referrals, CCC meetings, Student participation Artifacts/Evidence: Jaguar certificates/ weekly all-school celebration	Counselors School staff
--	--	--	--	--------------------------------

STUDENT GROUPS

Goal #4 SEL	<p>Social Emotional Learning</p> <ul style="list-style-type: none"> By the end of the school year, students in grades K-2 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger(from 63% to 70%) , sadness (from 70% to 75%), or worry (from 70% to 75%). By the end of the school year, students in grades 3-5 will be able to demonstrate an understanding of Emotional Regulation by providing at least three examples of how to identify and manage their emotions when feeling anger(from 76% to 80%) , sadness (from 77% to 80%), or worry (from 80% to 84%).
-----------------------	---

Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support
Economically Disadvantaged			Implementation/Impact: Artifacts/Evidence:	
English Learners	Title I	Aug 2021	Implementation: Administrators will monitor Professional development during monthly vertical teams, CCCs, and will monitor weekly lesson plans. Impact: Increased SEL knowledge, discipline referrals, SEL data digs, CCC meeting notes Artifacts/Evidence: Word/picture walls, RI data, MI data, SEL data, Discipline data	Principal Lead counselor: Jones Lead ESOL: K. Williams Academic coaches Teachers
Race / Ethnicity			Implementation/Impact: Artifacts/Evidence:	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Foster and Homeless				Implementation/Impact: Artifacts/Evidence:	
Migrant				Implementation/Impact: Artifacts/Evidence:	
Students with Disabilities	Implement trauma informed school strategies. Provide culturally diverse/responsive literature that includes SWD stories/characters/themes with SEL concepts	CCSD TITLE I	Aug 2021	Implementation: Administrators will monitor Professional development during monthly vertical teams, CCCs, and will monitor weekly lesson plans. Impact: Increased SEL knowledge, discipline referrals, SEL data digs, CCC meeting notes Artifacts/Evidence: Word/picture walls, RI data, MI data, SEL data, Discipline data	Principal Lead counselor: Jones Lead ESOL: K. Williams Academic coaches Teachers

**FY22 TITLE I SIP
REQUIRED QUESTIONS**

**CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA
References: Schoolwide Checklist (3.a., 3.c., 3.d.)**



Statement #1: The School Improvement Plan is developed during a one-year period (**Grant Year**) as outlined in **Sec. 114(b) (1-5) of ESSA**.

Statement #2: (Monitoring) The School Improvement Plan remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, 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.

Statement #3: (SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. 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.

Statement #4: (Coordination and Integration of Funds) 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.

Question #1: Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

References: Schoolwide Checklist (2.iii.d)

Cobb Collaborative Communities- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

Mableton Elementary

Literacy: We have chosen to implement the following instructional strategies to address phonics, vocabulary, and reading comprehension deficits:

-Personnel: 2 full time Academic Coaches (one with a focus on primary grades; other with a focus on intermediate grades); 1 Instructional para professional who focuses on first grade instruction.

-Programs: Read 180, System 44, Early Literacy District Phonics Initiative/Benchmark curriculum, and Flocabulary, Units of Study writing curriculum, Next Steps in Guided Reading (Jan Richardson), Imagine Learning

-Training: Collaborative planning for teams, weekly PL with Academic Coaches, Quarterly Super Specials

-Delivery Model: Consistent implementation of the workshop model for reading and writing; small group instruction

-Parents: Quarterly Curriculum Nights, Parent Facilitator, Parent Resource Center Materials

-Summer Camps (Rising Kindergarten Students as well as rising 1-5th grade students)

Math: We have chosen to implement the following instructional strategies to address number sense, fact fluency, and problem-solving weaknesses:

-Personnel: 2 full time Academic Coaches (one with a focus on primary grades; other with a focus on intermediate grades)

-Programs: Flocabulary, Dream Box, Imagine Learning

-Training: Collaborative planning for teams, weekly PL with Academic Coaches, Quarterly Super Specials

-Delivery Model: Consistent implementation of the workshop model for math; small group instruction, math walls

-Parents: Quarterly Curriculum Nights, Parent Facilitator, Parent Resource Center Materials

-Summer Camps (Rising Kindergarten Students as well as rising 1-5th grade students)

Student Behavior & SES: We have chosen to implement the following instruction strategy to address chronic behavioral concerns:

-Personnel: RTI Coordinator, SEL Instructor/Behavior Instructor, Counselor, Academic Coaches

-Programs: Responsive Schools, Morning Meetings, Bucket Filling, Second Steps curriculum



- Training: Collaborative planning for teams, weekly PL with Academic Coaches, New Teacher Mentor program, Quarterly Super Specials, Focus on: Responsive Schools/Morning Meetings, Positive Behavior Strategies, Second Steps, Trauma Informed Schools
- Delivery Model: Consistent implementation of the strategies and school-wide discipline matrix/plan
- Parents: Quarterly Curriculum Nights, Parent Facilitator, Parent Resource Center Materials, Blogs, Newsletters
- Summer Camps (Rising Kindergarten Students as well as rising 1-5th grade students)

Science: We have chosen to implement the following instructional strategies to address number sense, fact fluency, and problem-solving weaknesses:

- Personnel: 2 full time Academic Coaches (one with a focus on primary grades; other with a focus on intermediate grades); Innovation Specialist (CCSD teacher allotment) who focuses on Science and STEAM.
- Programs: Flocabulary, Imagine Learning
- Training: Collaborative planning for teams, weekly PL with Academic Coaches, Quarterly Super Specials
- Delivery Model: Consistent implementation workshop models and Science integration
- Parents: Quarterly Curriculum Nights, STEAM Family night, Parent Facilitator, Parent Resource Center Materials
- Summer Camps (Rising Kindergarten Students as well as rising 1-5th grade students)

Question #2: Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]

References: Schoolwide Checklist (2.iii.d)

All students at **Mableton** will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

(Local School)

At **Mableton** we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.



Question #3: Describe how the Title I instructional program 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-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- 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);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)

Counseling: We have three full-time school counselors who serve our students. They provide classroom guidance lessons based on the ASCA standards to all classes. Additionally, they offer small group sessions and one-on-one sessions to students who may be struggling with peer pressure, self-esteem, family changes, friendships, and/or school behavior. They also meet with parents as needed for students who may be struggling academically, socially, or emotionally in school. They provide outside counseling services as needed for mental health concerns.

STEAM: All students participate in our STEAM (Science, Technology, Engineering, Arts, and Mathematics) program. This provides students an opportunity to be exposed to 21st Century careers and skills. Students are trained to implement the Engineering Design process through the integration of the four Cs of 21st Century Skills: critical thinking, creativity, collaboration, and communication.

Advanced Content: Students in 4th and 5th grade can be a part of Advanced Content instruction in both ELA and Math. Students must qualify for the program. Qualifications are based on standardized assessments, teacher recommendation, and student creativity and motivation.

School-wide Behavior Matrix: A school-wide tiered behavior discipline plan will be developed and implemented during the school year. The consequences will be aligned with the CCSD discipline policy. The premise will be based on positive behavior management techniques, such as, Bucket-Filling, SEL skills, and Morning Meetings.

RTI Coordinator: We have a certified teacher designated to facilitate both tier 2 and 3 RTI cases. She will provide training on the RTI process and data collection procedures. Additionally, she will provide instructional strategies for implementation based on the needs of the students.

Mentoring: We have a certified teacher designated to provide SEL instruction as a follow-up to disciplinary recourse. He will serve as a mentor to students who repeatedly violate the district discipline policy. We have two mentoring clubs for students, one for males and one for females. The clubs meet afterschool and address concepts such as, social skills, etiquette, dress code, manners, and



TITLE I

ASSESS. ACHIEVE. SUCCEED.

reputation. Additionally, we are a Check & Connect school with 20 mentors who connect with one to three individual students each week to provide support at school and attendance accountability.

DLI/Dual Language Immersion: We have DLI in grades Kindergarten through 5th grade. DLI students are a core group of students who began the program in kindergarten and will continue through the 5th grade. The classes are made up of English and Spanish native speakers. Students spend half of their instructional day immersed in English and half of the day immersed in Spanish. ELA and SS are taught in English while math, science, and Spanish literacy are taught in Spanish.

Question #4: Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). **[Sec. 1114(b)(7)(ii)]**

(Only include for Local School with students residing in N & D facilities)

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

Question #5: Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]**



Mableton Elementary

While disruptive behavior in our school decreased, it is still a challenge for administrators, teachers, students and families. 2020-2021 Title I data revealed a deficit in students responding appropriately when sad or angry. Due to this reason and due to the unstable school environment for the past one and half years (virtual and face-to-face), our school has chosen to adopt the Safe and Responsive Schools model to address growing behavioral concerns that impact learning, along with an SEL curriculum, Second Steps. To address the trauma that students may have experienced due to school closure and COVID-19 and how to appropriately help and understand our students, the staff will participate in Trauma Informed School PD throughout the school year. Additionally, we are designating a certified teacher to work with students who have multiple and/or continuous discipline referrals. He will conduct small group and one-on-one sessions to address the behavior and to implement a plan for improvement. Part of the lesson will include coping skills and social-emotional skills. The discipline action team and administration will also develop and implement a school-wide behavior matrix/plan.

Although most of our students come to school with the ability to recognize school expectations and succeed in adapting their behavior to fit our classrooms, many of them come in with perceptions and beliefs, growing out of their families and home life that may leave them less capable of recognizing and responding to the typical social expectations of schools. Therefore, the teaching of a behavior as a social curriculum is an integral part of improving school-wide discipline for Mableton. Currently, we are using morning meetings to create a positive climate that promotes civility and teaches all students to be caring, attentive, and supportive of students who may come from different cultures than their own. Teachers are also working to identify and intervene early with specific students who are at-risk for academic or behavioral difficulties. Teachers are taught how to respond effectively to serious or persistent behavior problems while addressing the needs of students who are chronically disruptive, inappropriate, or violent. We are hoping to motivate all students through self-management techniques, providing positive role models, and building relationships.



[Empty box for response]

Question #6:

Transition:

ES: Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

References: Schoolwide Checklist 2.a.iii.e

OR

MS/HS: Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

References: Schoolwide Checklist 4c



The transition into kindergarten is critical for the future success of our students. The transition begins early as we introduce prospective kindergarteners to Mableton through an orientation. During this presentation, students and parents are introduced to teachers as well as the components of the kindergarten curriculum. Parents are encouraged to ask questions and build connections with the school through PTA and volunteering opportunities. Our school social worker and parent Facilitator also provide information and opportunities for the students and families to ask questions and tour the school.

To prepare students for the transition, we have found it helpful to provide incoming kindergarteners with an opportunity to enroll in a summer camp in preparation for enrollment. Mableton's Ready-for-Kinder camp is a 4-day camp that is designed to give rising kinder students a firsthand experience of a typical day in a kindergarten classroom. Students practice readiness skills such as sharing, raising hands, maintaining personal space, walking in a line, and interacting appropriately with peers. They also practice basic foundational skills such as identifying colors, numbers, and the letters of the alphabet. Students will engage in daily classroom instruction as well as academic play, get to eat in the café and have recess on the playground. With many of our students not receiving pre-kindergarten schooling, this program serves as a stepping-stone before the students' leap into an elementary setting. They will spend a few hours away from their parent/guardians in a structured school environment and begin to see the rules and expectations that come with being an elementary student

As students enter kindergarten, the students are screened before being placed in classrooms. The screening includes basic readiness skills including letter/number recognition, shapes, colors, etc. This process helps up to ensure that they will be placed in the most conducive classroom with appropriate services.

Upon registration, all administration, office personnel, specialists, and counselors are notified so that a student's arrival is welcoming. Parents and students are given a brief tour of the building and overview of programs and services available to them.

5th Grade transition to middle school:

We work closely with our feeder middle school to ensure the success of our students as they move onto Floyd or Garrett Middle Schools. Our school counselor presents lessons to the fifth-grade classes on the transition to middle school and works closely with the middle school counselor to ensure student success. We coordinate a field trip each year for our fifth graders to spend a half day at the middle school to become familiar with the setting as well as routines and procedures. Principals from both schools (Floyd and Garrett) routinely make presentations to our parents regarding the transition to middle school.



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Question #7: If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

(Local School that is **TA Schools Only**)



Question #8: Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

Mableton Elementary

Maintaining an Accurate Title I Inventory at Mableton Elementary

All electronic devices purchased from Title I funds are collected in the school media center once a year for conducting an inventory. At the beginning of the school year, the media specialist confirms the location of each item listed on the Title I equipment master spreadsheet. Based on records supplied by the school bookkeeper, the media specialist adds new items that have purchased with Title I funds to the master list. Any items which have become broken or obsolete are surplus and documentation of the removal is filed. Any items found to be missing or stolen are reported through documentation which is also kept on file. Surplus, missing or stolen items are removed from the master list. This process helps our school maintain an accurate master list of the current Title I inventory.

Technology Checkout Procedures and Policies

General: The school principal decides where equipment will be used. The school media specialist keeps records on each item and its location. A record of the school's complete inventory of all Title I items is kept electronically in Office 365, and in print form in a notebook stored in the media specialist's office.

Laptop Computers

Laptop Carts: Laptop carts are assigned to a grade level teacher at the beginning of the school year and remain in the assigned location for the full year. The media specialist creates a calendar for each cart and teachers sign out the cart using the calendar. The media specialist creates a document listing where all the carts are located, and the document is kept electronically in Office 365 and in a notebook in the media specialist's office. Laptop carts are checked out by full cart only. The teacher who has signed up for, and uses the cart, is responsible for the care of the laptops. The carts are returned to the media center for the summer and updated by the technology department.

Classroom student laptops: Student laptops are assigned to classrooms by a school administrator at the beginning of the school year. At the end of the year, these are collected by the media specialist and stored in a locked storage room during the summer break. Classroom teachers take responsibility for guiding student usage and placing service requests when needed.

iPads

iPad Carts: iPad carts are assigned to grade level team leads at the beginning of a school year and remain in the assigned location for the full year. The media specialist creates documents listing where carts are placed and the name of the teacher taking responsibility for each cart. These documents are kept electronically in Office 365 and in a notebook in the media specialist's office. Classroom teachers use and distribute iPads from the carts in ways to meet daily instructional needs of a grade level team. The teacher housing a cart accounts for each iPad's return at the end of the day, locks the cart with a combination lock and stores the cart in the locked classroom each night.



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Mableton ES follows the district process for distributing devices for remote learning.



ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

Describe how the Title I SIP 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

Mableton Elementary school will integrate state and local funds and community support in several ways. Title III will provide language proficiency support. Mableton will utilize Twenty-day funds for tutoring support of our students struggling to meet state standards. The Positive School Culture team will provide support for the school's implementation of the SEL programs and incentives. Mableton's STEM donation fund will provide science and STEAM materials and resources. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.