

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Hasty Elementary School Fine Arts Academy		District Name: Cherokee
Principal Name: Dr. Maria Rosario-Regan		School Year: 2021-2022
School Mailing Address: 205 Brown Industrial Pkwy Canton, GA 30114		
Telephone: (770) 721-6555		
District Title I Director/Coordinator Name: Lynda Wallace		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Comprehensive Support School <input type="checkbox"/>		Targeted Support School <input type="checkbox"/>
Revision Date: 8.10.2021	Revision Date:	Revision Date:

Schoolwide Plan Development– Section 1114(2)(B) (i-iv)

a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

Not applicable as school is an established schoolwide school.

c). Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

e). 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.

The Schoolwide Plan was developed with the involvement of parents and other members of the community including administrators, teachers, other staff members and students. It remains in effect for the duration of the school's participation of Title I and revised as necessary based on student needs. It is available to the parents and public via the school website, front office and parent resource room in an understandable and uniform format. To the extent practicable and upon request, it will be provided for parents in a language that they can understand. It was developed in coordination and integration with other Federal, State and local services, resources and programs.

Schoolwide Plan Development– Section 1114(2)(B) (i-iv)

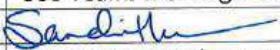

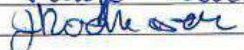
b). Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described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

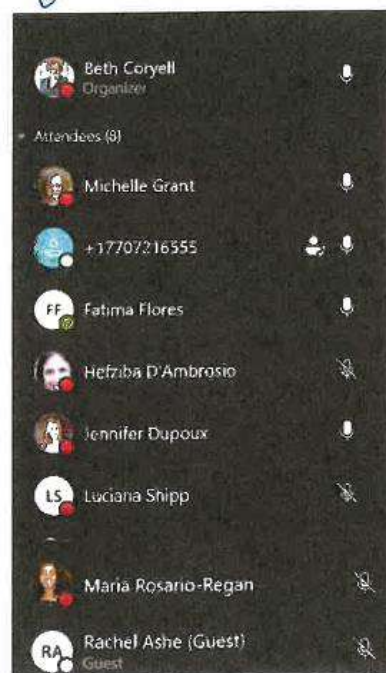
Beginning of the Year Schoolwide Plan and Budget Stakeholder Meeting

FY22 Title I SWP Revision 1

School: Hasty Elementary School

Date: August 10, 2021

Member Name	Member Signature	Position/Role
Rachel Ashe	See Teams meeting screenshot	Community Member
Beth Coryell	See Teams meeting screenshot	Assistant Principal
Hefziba D'Ambrosio	See Teams meeting screenshot	Teacher
Jennifer Dupoux	See Teams meeting screenshot	Teacher
Fatima Flores	See Teams meeting screenshot	Parent
Michelle Grant	See Teams meeting screenshot	Academic Facilitator
Sandi Harrison		Assistant Principal
Maria Regan	See Teams meeting screenshot	Principal
Luciana Shipp	See Teams meeting screenshot	Parent Engagement Facilitator
Paige Tatum		Parent Engagement Facilitator
Jessica Rodriguez		Parapro



Comprehensive Needs Assessment: Section 1114(b)(1)(A)

A comprehensive needs assessment is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Response:

Teachers, parents, and administrators were involved in providing input to the Hasty Elementary schoolwide plan for SY 2020-2021. The School Improvement Council (SIC), Data Team, Instructional Leadership Team (ILTs) worked together to revisit initiatives and interventions for our most at-risk students. The plan was drafted using feedback from teachers and members of the School Improvement Council. Together, the teams set S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Timely) goals which were shared and distributed to all stakeholders for feedback/input.

Revisions will be made and then distributed to stakeholders for review. The plan will be submitted to the Hasty Elementary staff for approval and implementation. The staff will continue to participate in the development and monitoring of our schoolwide plan via input from weekly grade level meetings, monthly ILT meetings, and weekly PLC meetings. The implementation of the plan will be monitored by the Leadership Team.

We have used the following instruments, procedures, or processes:

Brainstorming sessions with the various stakeholders to gather ideas about specific areas in need and specific concerns.

Data gathered from several formal and informal surveys including Home Language Surveys.

- FY20-21 Title I Comprehensive Needs Assessment (CNA)
- FY21 Parent survey
- FY21 Milestones Data
- FY21 District Benchmark Assessments

PLCs and Data Teams for Learning (DT4L) teams: Data analysis is used to inform instruction, modify instruction, develop common assessments, and to make instructional adjustments.

77.29% of our students qualifying for Free or Reduced Meals, 43% of our students are served through EIP, and 16% of our population receives Special Education services.

We currently have 2 migrant students enrolled.

Hasty concluded the 20/21 school year with 49% of its students receiving ESOL services. The 2021 ACCESS scores were as follows: 11% moved less than one band, 51% moved more than one band, 24% moved one band, and 14% had no positive movement. We currently provide multi-language interpretations using professional interpreters. Documents are routinely provided via our Parent Engagement Facilitators' office. EL assessments and instructional plans for these students include evidence-based strategies to target their language development needs. We have reflected on current and past student achievement data that will help the school to meet the needs of the most at-risk population.

Milestones were administered in April and May of 2021 in the content areas of ELA and Math in grades 3-5, and Science in 5th grade. Social Studies Milestones were discontinued for the school year 2020-2021.

- ELA Milestone data shows 19% of 3rd graders scoring proficient and distinguished learners.
- ELA Milestone data shows 21% of 4th graders scoring proficient and distinguished learners.
- ELA Milestone data shows 27% of 5th graders scoring proficient and distinguished learners.
- Math Milestone data shows 22% of 3rd graders scoring proficient and distinguished learners.
- Math Milestone data shows 30% of 4th graders scoring proficient and distinguished learners.
- Math Milestone data shows 37% of 5th graders scoring proficient and distinguished learners.
- Science Milestone data shows 31% of 5th graders scoring proficient and distinguished learners.

Easy CBM, Scholastic and I-Ready benchmark assessments were administered in the beginning, middle and end of year. End of year data revealed the following:

- EasyCBM Reading EOY data shows an increase in students scoring above the 25th percentile in grades Kindergarten – 5th grade.
- Scholastic Next Step Guided Reading Assessment data shows an increase in students reading on or above grade level in all grades.
- iReady Math data shows an increase in students scoring above the 25th percentile in all grades except 2nd and 3rd.

Science and Social Studies Common Benchmark Assessments were administered in the beginning, middle, and end of year for 5th grade.

- SS CBA EOY data shows 11% of 5th graders meet and exceed expectations.
- Science CBA EOY data shows 28% of 5th graders meet and exceed expectations.

Milestones

ELA	GA Milestones											
	Spring 2018, 2019 and 2021***											
	Beginning Learner Level 1			Developing Learner Level 2			Proficient Learner Level 3			Distinguished Learner Level 4		
Grade	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
3	50%	45%	54%	31%	36%	27%	14%	17%	17%	5%	3%	2%
4	48%	31%	44%	32%	41%	35%	16%	19%	18%	4%	9%	3%
5	35%	33%	33%	37%	31%	40%	22%	27%	25%	6%	9%	2%

Math	GA Milestones											
	Spring 2018, 2019 and 2021***											
	Beginning Learner Percentage of students at Level 1			Developing Learner Percentage of students at Level 2			Proficient Learner Percentage of students at Level 3			Distinguished Learner Percentage of students at Level 4		
Grade	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021
3	15%	23%	37%	38%	37%	41%	43%	32%	17%	4%	8%	5%
4	28%	13%	29%	48%	39%	41%	19%	35%	24%	5%	13%	6%
5	35%	31%	24%	38%	42%	39%	21%	16%	26%	6%	11%	11%

Science	GA Milestones											
	Spring 2018, 2019 and 2021***											
	Beginning Learner Percentage of students at Level 1			Developing Learner Percentage of students at Level 2			Proficient Learner Percentage of students at Level 3			Distinguished Learner Percentage of students at Level 4		
Grade	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021
5	62.5%	51%	37%	27%	26%	32%	8%	17%	28%	2.5%	6%	3%

easyCBM 2020-21

Reading	easyCBM Data		
	SY 2020-2021		
	Percentage of Students Above the 25 th Percentile		
Grade	Beginning of the Year	Middle of the Year	End of the Year
K*	44%	75%	89%
1**	41%	51%	57%
2	52%	54%	57%
3	68%	73%	76%
4	74%	75%	89%
5	76%	76%	86%

Scholastic 2020-21

Reading	Scholastic Next Step Guided Reading Assessment SY 2020-2021 <i>Percentage of Students On or Above Instructional Grade Level Expectations Based on Fountas and Pinnell Literacy</i>		
	Beginning of the Year	Middle of the Year	End of the Year
	Grade		
K	N/A	35%	58%
1	17%	38%	52%
2	26%	38%	50%
3	43%	52%	70%
4	30%	50%	61%
5	50%	51%	58%

i-Ready 2020-21

Math	iReady Diagnostic Data SY 2020-2021 <i>Percentage of Students Above the 25th Percentile</i>		
	Beginning of the Year	Middle of the Year	End of the Year
	Grade		
K	50%	63%	70%
1	55%	61%	60%
2	51%	57%	49%
3	56%	58%	51%
4	51%	47%	52%
5	59%	54%	65%

District Benchmark Assessments (Title I Schools)

Social Studies	Common Social Studies Benchmark Assessment Data SY 2020 - 2021							
	<i>Percentage of Students Scoring in the Range</i>							
	Expectations Not Met 0 - 50		Approaching Expectations 51 - 65		Meets Expectations 66 - 89		Exceeds Expectations 90 - 100	
Grade	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY
5	79%	72%	11%	17%	9%	10%	1%	1%

Science	Common Science Benchmark Assessment Data SY 2020 - 2021							
	<i>Percentage of Students Scoring in the Range</i>							
	Expectations Not Met 0 - 50		Approaching Expectations 51 - 65		Meets Expectations 66 - 89		Exceeds Expectations 90 - 100	
Grade	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY
5	71%	37%	22%	35%	7%	24%	0%	4%

Why are students not performing well in ELA/Reading?	
Priority Order: 1	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Students reading below grade level	Class-size Reduction; Flexible Guided Reading Groupings; RTI Interventions; Use of High Impact Strategies; provide take home reading materials to students; Offering of additional tutoring outside of school day; Coaching on consistent use of meaningful formative and summative assessments; rigorous workstations; teacher clarity; analyze reading data
Students are writing below grade level	PD on writing; Use of exemplars; Use of specific Anchor Charts for writing components; Coaching on consistent use of meaningful formative and summative assessments; teacher clarity; analyze writing data
Lack of sustained learner engagement	PD on learner engagement in balanced literacy block; follow up coaching
Lack of language proficiency	ESOL/EIP/Title I Remedial teachers push-in support; Parent Engagement Facilitator; Vocabulary Strategies; PD on SIOP; use of realia; coaching on WIDA and Can-Do Descriptors
SMART Goal: The percentage of 3rd – 5th grade students scoring at the proficient and distinguished learner level in ELA will increase from 22% to 31% by May 2024, with a 3% increase each year 2022, 2023 and 2024 as measured by Georgia Milestones ELA Assessment.	

Why are students not performing well in Math?	
Priority Order: 2	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Lack of mental math skills necessary for number sense	Number Talks coaching; math fluency PD
Instruction lacks integration of performance tasks/real-world problem solving	Whole group/small group instruction for differentiation and higher order thinking skills; Three-Act Tasks PD; emphasis on state frameworks
Lack of sustained learner engagement	PD on learner engagement in math block; coaching for implementation of math workshop follow up with coaching support; math read alouds; class-size reduction
Difficulty moving from concrete to abstract mathematical concepts	use of manipulatives; use of model drawings
SMART Goal: The percentage of 3rd – 5th grade students scoring at the proficient and distinguished learner level in Math will increase from 29% and 38% by May 2024, with a 3% increase each year 2022, 2023 and 2024 as measured by Georgia Milestones Math Assessment.	

Why are students not performing well in Science?	
Priority Order: 3	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Lack of standards work	Unpack the standards; PD on CER; increase investigative research
Lack of implementation of active learning model	Coaching on active learning model; focus on observation and inquiry, Hands-On Learning and materials
Students' lack of content knowledge and academic vocabulary	Vocabulary Strategies; SIOP; Anchor Charts
Lack of sustained learner engagement	Learner Engagement PD & Support; purposeful technology integration; hands-on tasks; Contracted Services for Student Instruction; class size reduction
SMART Goal: The percentage of 5th grade students scoring at the proficient and distinguished learner level in Science will increase from 31% to 40% by May 2024, with a 3% increase each year 2022, 2023 and 2024 as measured by Georgia Milestones Science Assessment.	

Why are students not performing well in Social Studies?	
Priority Order: 4	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Lack of standards work	Unpack the standards; Support in curriculum mapping/pacing guide; use priority standards; intentional lesson planning
Lack of integration through ELA	Grade level discussions of read-aloud and guided reading materials to address Social Studies standards; DBQ resources & PD
Lack of implementation of active learning model	Coaching on active learning model; focus on small group and student-led tasks
Students' lack of content knowledge and academic vocabulary	Vocabulary Strategies; SIOP; Anchor Charts
Lack of sustained learner engagement	Culturally relevant texts; Engagement PD & Support; connect to personal experiences; class size reduction
The percentage of 5th grade students scoring at the meets and exceeds expectations in Social Studies will increase from 11% to 20% by May 2024 with a 3% increase each year 2022, 2023 and 2024 as measured by the District SS Common Benchmark Assessment.	

Schoolwide Reform Strategies: Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards;
- use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 1: ELA The percentage of 3rd – 5th grade students scoring at the proficient and distinguished learner level in ELA will increase from 22% to 31% by May 2024, with a 3% increase each year 2022, 2023 and 2024 as measured by Georgia Milestones ELA Assessment.					
Evidence-based Action Steps: <ul style="list-style-type: none"> Teachers, coaches, and admin reviewed ELA data Coaches will facilitate PD on Reading & Writing Teachers will record strategies in ELA lesson plans Teachers will implement strategies in ELA class Coaches will facilitate follow up coaching and class visits Administrators will monitor the effectiveness of the strategies 					
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction (instruction will involve utilizing self-reported grades/individualized constructive feedback/flexible grouping)	LMR	SY 2021-2022	Data folders; Lesson plans; Class Rosters	Classroom teachers, ILS/AF, and administrators	
Remedial Instruction Writing Lab Teacher (writing workshop model with self-reported grades and conferencing that includes constructive feedback)	LMR	SY 2021-2022	Schedule; Lesson plans	Classroom teacher and ILS/AF	

Full-Time Remedial Support Teachers; Paraprofessional (instruction will involve self-reported grades/individualized constructive feedback/small group setting)	LMR	SY 2021-2022	Schedule; Lesson plans	Classroom teachers, paraprofessional, and ILS/AF	
Part-Time Remedial Support Teachers; Paraprofessionals (Instruction will include using interventions, small group setting, and feedback)	LMR	SY 2021-2022	Lesson plans; Class Rosters; Student data	Remedial teachers, ILS/AF, and administrators	
Instructional Materials for Students (Post-It Notes/Tabs for student responses to literature; chart paper for anchor chart; colored writing utensils; vocabulary cards; white boards; sentence strips; markers)	N/A	SY 2021-2022	Lesson plans; Purchase orders	Classroom teachers and Bookkeeper	
Outside Regular School Hours (ExP) (after school tutoring/EXP in ELA with transportation and bus driver salary)	Moderate <u>Structuring Out-of-School Time</u>	SY 2021-2022	Attendance rosters	EXP administrator and EXP teachers	

Goal 1: ELA

The percentage of 3rd – 5th grade students scoring at the proficient and distinguished learner level in ELA will increase from 22% to 31% by May 2022, with a 3% increase each year 2020, 2021 and 2022 as measured by Georgia Milestones ELA Assessment.

Professional Development: What professional development will be implemented?

Intervention/Strategy/Action	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Academic Facilitator (provide and coordinate professional development for teachers to support at-risk students including but not limited to writing analysis and collaboration)	LMR	SY 2021-2022	AF and Administration	
Comprehensive Data Analysis (participate in data analysis to inform and plan instruction for at-risk students)	LMR	August 2021 January 2022	ILS/AF Teachers Administration	
Writing Workshop Cohort & Professional Development Book: (participate in professional learning on writing workshop best practices; <i>Teaching Writing</i> by Lucy Calkins (16 teachers & 18 books)	LMR	SY 2021-2022 (7 days)	ILS/AF Teachers Administration	

Schoolwide Reform Strategies: Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards;
- use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2: Math The percentage of 3rd – 5th grade students scoring at the proficient and distinguished learner level in Math will increase from 29% and 38% by May 2024, with a 3% increase each year 2022, 2023 and 2024 as measured by Georgia Milestones Math Assessment.					
Evidence-based Action Steps: <ul style="list-style-type: none"> Teachers, coaches, & admin reviewed Math data Coaches will facilitate PD on Mathematics Teachers will record strategies in Math lesson plans Teachers will implement strategies in Math class Coaches will facilitate follow up coaching and class visits Administrators will monitor the effectiveness of the strategies 					
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction (Math instruction will involve utilizing self-reported grades/individualized constructive feedback/flexible grouping)	LMR	SY 2021-2022	Data folders; Lesson plans; Class Rosters	Classroom teachers, ILS/AF, and administrators	
Full-Time Remedial Support Teachers; Paraprofessional (instruction will involve self-reported grades/individualized constructive feedback/small group setting)	LMR	SY 2021-2022	Schedule; Lesson plans	Classroom teachers, paraprofessional, and ILS/AF	

Part-Time Remedial Support Teachers; Paraprofessionals (Instruction will include using interventions, small group setting, and feedback)	LMR	SY 2021-2022	Lesson plans; Class Rosters; Student data	Remedial teachers, ILS/AF, and administrators	
Instructional Materials for Students (white boards; markers; math manipulatives – open number lines, Base Ten Kit; vocabulary cards; Place Value Chips; dot cards; student Rekenreks; anchor charts)	N/A	SY 2021-2022	Lesson plans; Purchase orders	Classroom teachers and Bookkeeper	
Outside Regular School Hours (ExP) (after school tutoring/EXP in Math with transportation and bus driver salary)	Moderate <u>Structuring Out-of-School Time</u>	SY 2021-2022	Attendance rosters	EXP administrator and EXP teachers	

Goal 2: Math

The percentage of 3rd – 5th grade students scoring at the proficient and distinguished learner level in Math will increase from 29% and 38% by May 2024, with a 3% increase each year 2022, 2023 and 2024 as measured by Georgia Milestones Math Assessment.

Professional Development: What professional development will be implemented?

Intervention/Strategy/Action	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Academic Facilitator (provide and coordinate professional development for teachers to support at-risk students including but not limited to writing analysis and collaboration)	LMR	SY 2021-2022	AF Administration	
Math Professional Development Books (to be used in PLCs to build teacher capacity): <i>Rekenrek Resource book</i> (16 books)	LMR	SY 2021-2022	AF; Teachers; Administration	
Comprehensive Data Analysis (participate in data analysis to inform and plan instruction for at-risk students)	LMR	August 2021 January 2022	AF; ILS; Teachers; Administration	

Schoolwide Reform Strategies: Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards;
- use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 3: Science The percentage of 5th grade students scoring at the proficient and distinguished learner level in Science will increase from 31% to 40% by May 2024, with a 3% increase each year 2022, 2023 and 2024 as measured by Georgia Milestones Science Assessment					
Evidence-based Action Steps: <ul style="list-style-type: none"> Teachers, coaches, & admin reviewed Science data Coaches will facilitate PD on Science Teachers will record strategies in Science lesson plans Teachers will implement strategies in Science class Coaches will facilitate follow up coaching and class visits Administrators will monitor the effectiveness of the strategies 					
Intervention/Strategy/Practice	Rationale/Article- If article indicate strong, moderate or promising and include link.	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction (individualized constructive feedback)	LMR	SY 2021-2022	Lesson plans; Class Rosters	Classroom teachers; ILS/AF; Administrators	
Remedial STEAM Lab (teacher offers extra support in the areas of STEAM)	LMR	SY 2021-2022	Lesson plans	AF/ILS; STEAM Lab teacher Administrators	

High-Interest Text (text with science content to build background knowledge and understanding of academic vocabulary)					
Instructional Materials for Students (anchor charts; Science Experiment Consumables: Mystery Science Kits; cotton balls; q-tips; cups; pipe cleaners; paper plates; straws; yarn, etc. to support the Science Active Learning Model)	N/A	SY 2021-2022	Lesson plans; Purchase orders	Classroom teachers and Bookkeeper	
Science Standards-Based Authentic Learning Experience/ Contracted Services High Touch High Tech and Little Red Barn	N/A	SY 2021-2022	Lesson plans; Purchase orders	Classroom teachers and Bookkeeper	

Goal 3: Science

The percentage of 5th grade students scoring at the proficient and distinguished learner level in Science will increase from 31% to 40% by May 2024, with a 3% increase each year 2022, 2023 and 2024 as measured by Georgia Milestones Science Assessment

Professional Development: What professional development will be implemented?

Intervention/Strategy/Action	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Academic Facilitator (provide and coordinate professional development for teachers to support at-risk students including but not limited to writing analysis and collaboration)	LMR	SY 2021-2022	AF Administrators	
GaETC (teachers will attend professional learning on tools to implement technology and blended learning into their classrooms)	LMR	November 3-5, 2021	AF Administrators	

Schoolwide Reform Strategies: Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards;
- b). use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 4: Social Studies The percentage of 5th grade students scoring at the meets and exceeds expectations in Social Studies will increase from 11% to 20% by May 2024 with a 3% increase each year 2022, 2023 and 2024 as measured by the District SS Common Benchmark Assessment.					
Evidence-based Action Steps: <ul style="list-style-type: none"> Teachers, coaches, & admin reviewed Social Studies data Coaches will facilitate PD on Social Studies Teachers will record strategies in Social Studies lesson plans Teachers will implement strategies in Social Studies class Coaches will facilitate follow up coaching and class visits Administrators will monitor the effectiveness of the strategies 					
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction (individualized constructive feedback)	LMR	SY 2021-2022	Lesson plans; Class Rosters	Classroom teachers; ILS/AF; Administrators	
High-Interest Text (text with social studies content to build background knowledge and understanding of academic vocabulary)	N/A	SY 2021-2022	Lesson plans; purchase orders	Classroom teacher, bookkeeper	

Goal 4: Social Studies

The percentage of 5th grade students scoring at the meets and exceeds expectations in Social Studies will increase from 11% to 20% by May 2024 with a 3% increase each year 2022, 2023 and 2024 as measured by the District SS Common Benchmark Assessment.

Professional Development: What professional development will be implemented?

Intervention/Strategy/Action	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Academic Facilitator (provide and coordinate professional development for teachers to support at-risk students including but not limited to writing analysis and collaboration)	LMR	SY 2021-2022	AF Administrators	

Schoolwide Reform Strategies: Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards;
- use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Supplemental Supports: What supplemental action steps will be implemented for these student groups?	
Economically Disadvantage:	Foster and Homeless
Remediation through tutoring and/or differentiation in classrooms during regularly scheduled day and tutoring outside of the normal school day (EXP); RTI interventions; Remediation Teachers (Push-In Teachers); EIP; Supportive Instruction, Scaffolding Instruction, preview vocabulary, use of Realia.	Remediation through tutoring and/or differentiation in classrooms during regularly scheduled day and tutoring outside of the normal school day (EXP); RTI interventions; Remediation Teachers (Push-In Teachers); EIP; Collaborate with the Zone Social Worker and counselor to provide adequate educational access; Supportive Instruction, Scaffolding Instruction, preview vocabulary, use of Realia.
English Learners	Migrant
Integration of WIDA standards, ESOL endorsed teachers, vocabulary support, remediation through tutoring and/or differentiation in classrooms during regularly scheduled day and tutoring outside of the normal school day (EXP), use of Realia, RTI interventions; Remediation Teachers (Push-In Teachers); EIP; Supportive Instruction, Scaffolding Instruction, preview vocabulary, use of Realia, Lexia English (2-3.9 Access).	Integration of WIDA standards, ESOL endorsed teachers, vocabulary support, remediation through tutoring and/or differentiation in classrooms during regularly scheduled day and tutoring outside of the normal school day (EXP), use of Realia, RTI interventions; Remediation Teachers (Push-In Teachers); EIP; District provided tutoring; Supportive Instruction, Scaffolding Instruction, preview vocabulary, use of Realia.
Race/Ethnicity/Minority	Students with Disabilities
Culturally Relevant Text; Remediation through tutoring and/or differentiation in classrooms during regularly scheduled day and tutoring outside of the normal school day (EXP); RTI interventions; Remediation Teachers (Push-In Teachers); EIP; Supportive Instruction, Scaffolding Instruction, preview vocabulary, use of Realia.	Wilson; Mind Play; Scholastic; Co-teaching model; Resource model; Supportive Instruction; Scaffolding Instruction; preview vocabulary; differentiation in classrooms during regularly scheduled day based on IEP goals; tutoring outside of the normal school day (EXP); Supportive Instruction, Scaffolding Instruction, preview vocabulary, use of Realia.

Technology to Support the Curriculum

Evidence-based Implementation Plan of Action:

Repairs and maintenance will be funded to support blended learning initiatives that require technology devices.

Intervention/Strategy/Practice	Support of Goal(s)-specify number	Timeline	Person(s) Responsible	Progress
Repairs and Maintenance of technology equipment purchased with Title I funds and no longer under warranty (LCD; keyboard; bottom cover; palm rest; ac-adapters)	Goals 1 - 4	SY 2021-2022	AF; ITS; Classroom teachers	
Replacement of Adaptors for Devices purchased with Title I Funds	Goals 1-4	SY 2021-22	AF; ITS; Classroom teachers	

ESSA Requirements to Include in the Schoolwide Plan- Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Parents are notified of the Parent and Family Engagement Plan in multiple ways, in an understandable format and to the extent practicable, provided in a language parents can understand. The school meets annually in the spring to jointly revise the Parent and Family Engagement Plan with all stakeholders. Additionally, feedback from parent trainings, the annual revision meeting and spring survey are used to revise capacity building meetings each year for staff and parents.

Parent and Family Engagement Program				
Evidence-based Implementation Plan of Action Use the spring survey results and stakeholder feedback garnered from the spring revision meetings to develop and carry out a plan for building capacity for families and staff with a focus on improving academic achievement.				
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Parent Engagement Facilitator (one full-time and one part-time PEF contribute to enhancing family to school connections, while building staff and parent capacity)	LMR	SY 2021-22	PEFs Admin	
Supplies for Title I communications- paper, ink cartridges	NA	SY 2021-22	PEFs	
Supplies for staff and parent trainings - cardstock, labels	NA	SY 2021-22	PEFs	
Building Capacity Parent Nights: Student Led Data Conference Nights, STEAM Night, ESOL Night (flashcards; folders; card decks; dominos; story starter cards; journals; dry erase markers; vis-a-vis markers; sheet protectors; paper; cardstock; baggies; dice; and reading comprehension cubes)	NA	2021-2022	PEFs All teachers Admin Academic Facilitator/ ILS Support Staff	

Parent and Family Engagement Program Required Meetings			
Building Staff Capacity			
Date	Name	Topic Requirements	Materials Needed
8/19/21	Parents as equal partners	How to reach out to, communicate with, & work with parents as equal partners; Sending information to parents in a format & language parents can understand; Implement an effective means of outreach to parents of all English learners	Paper for handouts
11/2/21	Building Ties with Parents & the School	The Value & Utility of Contributions of Parents; Building ties between parents & the school; How to reach out to, communicate with, & work with parents as equal partners; Staff reviews feedback from parents & encourages family to fully participate in the resource room	
1/3/2022	Connecting Through Journaling	Build ties between parents and the school	
3/17/2022	Summer Preparedness	Implement & coordinate parent programs; Work with federal state, and local programs to integrate parent & family engagement programs	

Building Parent and Family Capacity

Date	Name	Topic Requirements	Materials Needed
9/2/21	Curriculum Night/Student Led Data Conferences	Challenging state academic standards state and local academic assessment; How to monitor a child's progress Work with educators to improve the achievement of their children; Literacy training to improve their children's achievement; School transitions & parent resource room; Communication in a language & format parents can understand; Training requested by parents	Folders, ziplock bags, cardstock, dry erase markers sheet protectors, markers, dice, flash cards (numbers, letters, math facts), reading cubes, decks of cards
10/18/21-10/22/21	ESOL Parent Night	Technology training (including education about the harms of copyright piracy) to improve their children's achievement; Challenging state academic standards; Literacy training to improve their children's achievement; Training requested by parents; To inform parents how to be involved to attain English proficiency (ELDS, WIDA, ACCESS), achieve at high levels, meet standards; Regular meetings for responding to recommendations (Title I, Title III); Coordination with other programs	Folders, ziplock bags, cardstock, dry erase markers sheet protectors, markers, dice, flash cards (numbers, letters, math facts), reading cubes.
1/25/22	Student-Led Data Conference	Challenging state academic standards state and local academic assessment; How to monitor a child's progress; Work with educators to improve the achievement of their children; Literacy training to improve their children's achievement; School transitions & parent resource room; Training requested by parents; Communication in a language & format parents can understand	Folders, ziplock bags, cardstock, dry erase markers sheet protectors, markers, dice, flash cards (numbers, letters, math facts), reading cubes.
3/24/22	STEAM Night	Challenging state academic standards; Training requested by parents; Communication in a language and format parents can understand; Work with educators to improve the achievement of their children	cotton balls; q-tips; cups; pipe cleaners; paper plates; straws; yarn, Com

Other Required Compliance Meetings

Date	Name	Topic Requirements	Supplies
9/7/2021	Annual Title I Meeting	Introduction to Title I, Parent Rights	
4/1-4/15/22	Revision Meeting Families	Jointly Developed	
4/1-4/15/22	Revision Meeting Staff	Jointly Developed	
4/1-4/15/22	Revision Meeting Students	Jointly Developed	

Schoolwide Reform Strategies: Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include:

- i). counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas;**
- Reading Buddies, Read with a Cop/All Pro Dads, College and Career Readiness (RCD Units), Service Clubs (Student Ambassadors and Jr. Beta)
Kindergarten, 1st grade, and 2nd grade (BOYS) Impulse Control/Behavior group; 1st grade (GIRLS) Social Skills group; and Lunch Buddies at all three grades (both boys & girls). In grades 3-5, students are instructed on how to self-refer for individual needs and can become a part of Learning Lunches which are skilled-based working lunches to help in the following areas: My Best Me (Assertiveness & Confidence Building), Keeping My Cool (Tips for handling Stress & Anxiety), Healing Hearts (Grief & Loss), K.I.D.S. (Kids in Deportation Stress - family separation/deportation support group for kids). Classroom guidance is also conducted in grades K-5 to focus on personal safety such as bully prevention through the Speak Up Be Safe program. To address the needs of the whole child, a Food Backpack program, a Holiday Gift/Support program and the MUST Food Pantry are all currently in place.
- ii). preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools;**
- A comprehensive school counselling program is implemented to serve students in grades Pre-K – 5 to meet the developmental needs for each age group. Classroom guidance lessons, small group and individual counselling sessions are conducted by the school counselor to include topics such as career awareness, anti-bullying, decision-making and conflict resolution. Counselors also work with families to assist with basic needs such as food, clothing and community resources.
- iii). implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);**
- RTI, 504 Plans and Special Education BIP, FBA, Pack Program (school wide positive plan), PBIS strategies

iv). professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

- We have devoted sufficient resources to carry out effectively the professional development activities recruit and retain effective teachers, particularly in high need subjects in the following ways:
SIOF • Math Overview for new teachers • Review of strategies and interventions for struggling students • DT4L- New Teachers (2 Modules); • RCD Unit and First 15 Days-New Teachers; • Balanced Literacy • NSGRA- New Teachers; • Digital Scholastic and Student Data Folders; • Data Wall Cards; • RTI Expectations; • Instructional Framework • High Impact Strategies in the Classroom • Blended Learning • Developing Number Sense (Number Talks) and Use of Manipulatives; • Technology • PLCs • Rigor, Relevance, and Learner Engagement • Inter-Rater Reliability with Rubrics • NTIP

v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

- SY 2021-2022, Parent Academic Data (PAD) Nights, Parent Orientation Meeting (Spring), and PreK Parent Conferences (May) include transition activities. PAD Nights scheduled for September 2, 2021, and January 2022. Parent Orientation Meeting is an orientation to begin building relationships with families, and to give parents a preview of grade level expectations for Pre-K & Kindergarten, so parents can help their children be ready for school in the fall.

Evaluation of the Schoolwide Plan—34 CFR § 200.26

a). Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

- Progress is monitored at the middle and end of the year and denoted in the SWP and through the End of the Year Evaluation.

b). Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

- The End of the Year Title I Evaluation is the process by which the schoolwide program is used to determine the effectiveness of the Schoolwide Plan in increasing the achievement of students in meeting the challenging state academic standards.

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

- Edits are made periodically throughout the year to SWP as it is determined that data supports changes. At the end of the year, the most current data is reviewed through the End of the Year Evaluation process and the SWP is revised for the upcoming school year. Additionally, action steps and best-practices are updated for the coming school year to ensure that students, particularly those most at-risk, can meet the challenging State academic standards.