



# School Improvement Plan

## 2021-2022

### Action Plan



SCHOOL NAME: Green Acres

Date Submitted: June 28, 2021

Date(s) Revised: July 6, 2021



## TITLE I

ASSESS. ACHIEVE. SUCCEED.



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## COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	Increase by 8% the number of students in K-1 reading on grade level (independent level) and increase by 8% of the number of students achieving their end of year growth goals in 2 <sup>nd</sup> -5 <sup>th</sup> grade.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>Method for Monitoring Implementation (Frequency)</li> <li>Method for Monitoring Impact (Frequency)</li> <li>Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Lead (bold)</li> <li>Support</li> </ul>
Teachers will implement guided reading daily using the provided lesson format and with consistency. Teachers will focus on reading for meaning and application of skills.	N/A	August	<p><b>Implementation:</b> Coaches and administration will walk each classroom weekly to monitor implementation of guided reading practices with struggling readers and will debrief at bi-weekly meetings.</p> <p><b>Impact:</b> Grade levels will discuss the impact of guided reading strategies and planning during weekly CCC's reviewing assessment data and modifying their practices as needed.</p> <p><b>Artifacts/Evidence:</b> Walk through data, running records, next steps in guided reading assessments, RI</p>	<p><b>Mize</b> Crawford Martin Murchie</p>
Follow district early literacy initiative for K-2 <sup>nd</sup> grade with and intentional focus on integration of skills with a balanced literacy approach.	N/A	August	<p><b>Implementation:</b> Coaches and administration will walk classroom weekly to monitor integration of phonics skills into guided reading groups, independent work stations and whole group lessons.</p> <p><b>Impact:</b> Grade levels will use the early literacy pacing guide, ELA standards and the instructional framework to plan lessons that integrate skills with a balanced literacy approach.</p> <p><b>Artifacts/Evidence:</b> Walk-Through Data, CCC minutes, Lesson Plans and Early Literacy Data</p>	<p><b>Murchie</b> Martin Mize Crawford</p>
Incorporate Freckle, Literacy Foot-prints and Coach Digital in all grade levels to increase reading comprehension skills.	Title I	August	<p><b>Implementation:</b> Coaches will review usage reports from Freckle, Coach Digital and Literacy Foot Prints monthly.</p> <p><b>Impact:</b> Grade levels will collaborate to find ways to incorporate Freckle, Literacy Foot prints and coach digital into daily reading instruction.</p> <p><b>Artifacts/Evidence:</b> Usage reports, CCC minutes, Lesson Plans, Walk-Through Data</p>	<p><b>Martin</b> Murchie</p>
Purchase devices to allow students access to web based software and resources.	Title I	October	<p><b>Implementation:</b> Ensure that devices are added to inventory and utilized in classrooms.</p> <p><b>Impact:</b> Academic coaches will monitor student access to software through usage reports for programs implemented in the school (Freckle, Literacy Foot-Prints and Coach Digital)</p> <p><b>Artifacts/Evidence:</b> Usage reports and lesson plans</p>	<p><b>Mize</b> Martin Murchie</p>



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EFFECTIVE LEADERSHIP				
<b>GOAL #1</b>	<b>Increase by 8% the number of students in K-1 reading on grade level (independent level) and increase by 8% of the number of students achieving their end of year growth goals in 2<sup>nd</sup>-5<sup>th</sup> grade.</b>			
<b>Action Step(s)</b>	<b>Funding Source(s)</b>	<b>Start Date</b>	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
Schedule consistent collaboration days and professional learning focused on guided reading practices and planning for balanced literacy instruction.	Title I	July	<b>Implementation:</b> Academic coaches will participate during collaboration days to ensure guided reading practices and planning are implemented.  <b>Artifacts/Evidence:</b> CCC minutes, CCC agendas and Outlook calendars	<b>Martin, Murchie</b> Mize Crawford
Set expectation for grade-levels to develop and follow quarterly assessment plans, reviewing of assessment data and student goal-setting	N/A	August	<b>Implementation:</b> The administration and coaches will check in quarterly with teams to ensure they are following and implementing the assessment plan.  <b>Artifacts/Evidence:</b> CCC minutes, CCC agenda, data notebooks and spread sheets.	<b>Mize</b> Crawford Martin Murchie
Continue to employ academic coaches to support teachers in effective instructional practices	Title I	July	<b>Implementation:</b> Weekly meetings with academic coaches to review past activities and upcoming events.  <b>Artifacts/Evidence:</b> Admin and Coaches meeting agenda and minutes.	<b>Mize</b> Crawford
Provide lesson plan templates for intentional planning of guided reading lessons and balanced literacy approach	N/A	August	<b>Implementation:</b> Administration will review lesson plans monthly.  <b>Artifacts/Evidence:</b> Lesson plans and notes.	<b>Crawford</b> Mize
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



## PROFESSIONAL CAPACITY

<b>GOAL #1</b>	<b>Increase by 8% the number of students in K-1 reading on grade level (independent level) and increase by 8% of the number of students achieving their end of year growth goals in 2<sup>nd</sup>-5<sup>th</sup> grade.</b>			
<b>Action Step(s)</b>	<b>Funding Source(s)</b>	<b>Start Date</b>	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
Attend conferences pertaining to literacy and improving engagement and rigor (NCTE Annual Convention, GCTE, National Reading Recovery and K-6 Literacy Conference, etc.)	Title I	August	<b>Implementation:</b> Teacher will redeliver through conference logic models.  <b>Artifacts/Evidence:</b> Conference notes, registration and redelivery materials and agendas	<b>Mize</b> Martin Murchie
Performance contract to provide additional training for reading/literacy strategies.	Title I	August	<b>Implementation:</b> Any outside vendors will be evaluated with a logic model.  <b>Artifacts/Evidence:</b> Presentation notes and materials from training.	<b>Mize</b> Martin Murchie
Train teachers in best practices for guided reading and assessment data usage.	Title I	July	<b>Implementation:</b> A calendar of training each grade level.  <b>Artifacts/Evidence:</b> Presentation materials, notes from presentation and teacher survey	<b>Martin</b> <b>Murchie</b> Mize Crawford
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	
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## SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1	Increase by 8% the number of students in K-1 reading on grade level (independent level) and increase by 8% of the number of students achieving their end of year growth goals in 2 <sup>nd</sup> -5 <sup>th</sup> grade.			
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Implement Read 180 and System 44 for identified 3rd , 4th and 5th grade students through RI scores.	Title I	August	<b>Implementation:</b> Coaches and teachers will review usage reports to ensure Read 180 and System 44 are implemented with fidelity.  <b>Impact:</b> Growth reports will be review and discussed monthly as a team.  <b>Artifacts/Evidence:</b> RI Growth Reports	<b>Martin</b> Murchie Mize Crawford
Employ tutors in grades K-5 to support reading weaknesses.	Title I	August	<b>Implementation:</b> Develop schedules and rosters for each tutor.  <b>Impact:</b> Review RI and local assessments to determine student growth.  <b>Artifacts/Evidence:</b> RI Growth Reports and Running records/Next Steps Forward Assessment Data	<b>Mize</b> <b>Murchie</b> Martin Crawford
			<b>Implementation:</b>  <b>Impact:</b>  <b>Artifacts/Evidence:</b>	
			<b>Implementation:</b>  <b>Impact:</b>  <b>Artifacts/Evidence:</b>	
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## FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	Increase by 8% the number of students in K-1 reading on grade level (independent level) and increase by 8% of the number of students achieving their end of year growth goals in 2 <sup>nd</sup> -5 <sup>th</sup> grade.			
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Provide family workshops to focus on understanding the Reading Inventory Assessment, our Reading Curriculum, goals and use of reading strategies at home.	Title I	September	<b>Implementation:</b> Invite parents and families through multiple outlets to attend and participate in workshops.  <b>Artifacts/Evidence:</b> Attendance evidence, materials from the workshop	<b>Saunders</b> <b>Martin</b> Murchie Mize Crawford
Provide a short video on the Green Acres website that models reading strategies for parents to practice at home. It will also be shared on grade level platforms and other communication tools.	N/A	September	<b>Implementation:</b> Post videos and incorporate a participation tracker.  <b>Artifacts/Evidence:</b> Posted link	<b>Saunders</b> <b>Murchie</b> <b>Martin</b> Mize Crawford
Quarterly parent meetings led by grade-level representatives along with creation of quarterly newsletters to inform parents of standards taught, learning targets, and classroom and school events	Title I	September	<b>Implementation:</b> Invite parents to grade level meetings and share grade level newsletter with parents via CTLS and the Green Acres Web-Site  <b>Artifacts/Evidence:</b> Attendance evidence, agendas for parent meetings and newsletters shared.	<b>Mize</b> Crawford Martin Murchie Saunders
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	
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STUDENT GROUPS					
Goal #1	Increase by 8% the number of students in K-1 reading on grade level (independent level) and increase by 8% of the number of students achieving their end of year growth goals in 2 <sup>nd</sup> -5 <sup>th</sup> grade.				
	Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>Method for Monitoring Implementation/Impact</li> <li>Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>Lead (bold)</li> <li>Support</li> </ul>
Economically Disadvantaged	Provide free tutoring	Title I and Extended Day Funds	September	<b>Implementation/Impact:</b> Students will receive tutoring in literacy and their progress will be monitored through RI pre and posttests.  <b>Artifacts/Evidence:</b> RI Reports, tutoring schedules and rosters	<b>Mize</b> Martin Murchie
English Learners	Classroom teacher and ESOL teachers will participate in on-going professional learning focused on ELL learners and their needs.  County ESOL consultant will work with teachers to implement effective practices for ELL learners.  Support families with family partnership workshops.	Title I and ESOL Department	August	<b>Implementation/Impact:</b> Teacher attendance will be monitored by admin team to ensure professional learning continues. Walkthroughs that include observing effective ELL teaching strategies taught during professional learning. ESOL growth through RI will be reviewed quarterly.  <b>Artifacts/Evidence:</b> Teacher attendance sheets, RI scores for ESOL students.	<b>Crawford</b> Mize Martin Murchie
Race / Ethnicity	Review data by student groups and discuss interventions as needed.  Classroom read aloud sets purchased to represent all student groups.	Title I	August	<b>Implementation/Impact:</b> CCC's will monitor student group progress once per month and determine grade level interventions if needed.  <b>Artifacts/Evidence:</b> Student group data, CCC agendas noting the discussion of student group data	<b>Martin</b> <b>Murchie</b> Mize Crawford
Foster and Homeless	Collaborate with the social worker and homeless department to ensure students stay at their school of origin and provide support.	N/A	July	<b>Implementation/Impact:</b> Track homeless students and monitor their location.  <b>Artifacts/Evidence:</b> List of homeless students and their location	<b>Mize</b> Crawford
Migrant	Welcome packet is available if families enroll during the school year.	N/A	July	<b>Implementation/Impact:</b> A welcome packet is available in the front office for any migrant student or parent.  <b>Artifacts/Evidence:</b> Welcome packet, list of migrant students, if any.	<b>Mize</b> <b>Stone</b> Crawford Velez





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<b>Students with Disabilities</b>	Special education teachers participate in CCCs consistently.	N/A	August	<b>Implementation/Impact:</b> Special Ed. Teachers will participate in CCCs and progress for students with disabilities at each grade level. Support and strategies will be discussed.  <b>Artifacts/Evidence:</b> CCC agendas noting Special Ed data and discussion	<b>McKeon Mize</b> Crawford Martin Murchie
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## COHERENT INSTRUCTIONAL SYSTEM

GOAL #2	The percentage of students performing at proficient or advanced on the Math Inventory will increase by 10% from fall to winter and winter to spring assessments.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
Teachers will implement effective number talks daily using the best practices of number talks. Number talks will be intentionally planned and included in lesson plans.	Title I	August	<p><b>Implementation:</b> Coaches and administration will walk each classroom weekly to monitor implementation of Number Talks and review lessons plans for effective planning of best practices in Number Talks. Coaches and Administration will meet bi-weekly to debrief.</p> <p><b>Impact:</b> Grade levels will discuss the impact of number talks and plan during their weekly CCCs to support effective number talks.</p> <p><b>Artifacts/Evidence:</b> Walk through data, lesson plans</p>	<b>Mize</b> Crawford Martin Murchie
Teachers will consistently implement guided math and flexible grouping in math.	Title I	August	<p><b>Implementation:</b> Coaches and administration will walk each classroom weekly to monitor implementation of guided math and flexible grouping. Coaches and administration will meet bi-weekly to debrief.</p> <p><b>Impact:</b> Grade levels will discuss the impact of guided math and flexible grouping and plan during weekly CCCs for effective strategies to support mastery of skills. Teachers will review data and modify practices and groups as needed.</p> <p><b>Artifacts/Evidence:</b></p>	<b>Martin</b> <b>Murchie</b> Mize Crawford
Teachers will provide enrichment and rigorous activities for students that have mastered the standards.	Title I	August	<p><b>Implementation:</b> Academic coaches will review lesson plans for enrichment activities to ensure students meeting standards are receiving additional teaching to stretch their academic growth.</p> <p><b>Impact:</b> MI data for students who are proficient will be monitored for growth into the advanced band.</p> <p><b>Artifacts/Evidence:</b></p>	<b>Murchie</b> Martin
Incorporate Freckle and Coach Digital in all grade levels to increase number sense understanding and fact fluency.	Title I	August	<p><b>Implementation:</b> Coaches will review usage reports from Freckle and coach digital monthly.</p> <p><b>Impact:</b> Grade levels will collaborate to find ways to incorporate Freckle and coach digital into daily instruction.</p> <p><b>Artifacts/Evidence:</b> Usage reports, CCC minutes, Lesson Plans, Walk through data.</p>	<b>Martin</b> Murchie



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Schedule consistent collaboration days and professional learning focused on guided math practices, number talks and use of data for planning next steps.	Title I	July	<b>Implementation:</b> Academic coaches will participate during collaboration days to ensure guided reading practices and planning are implemented.  <b>Artifacts/Evidence:</b> CCC minutes, CCC agendas and Outlook calendars	Martin Murchie Mize Crawford
Set expectation for grade-levels to develop and follow quarterly assessment plans, reviewing of assessment data and student goal-setting	N/A	August	<b>Implementation:</b> The administration and coaches will check in quarterly with teams to ensure they are following and implementing the assessment plan.  <b>Artifacts/Evidence:</b> CCC minutes, CCC agenda, data notebooks and spread sheets.	<b>Mize</b> Crawford Martin Murchie
Continue to employ academic coaches to support teachers in effective instructional practices	Title I	July	<b>Implementation:</b> Weekly meetings with academic coaches to review past activities and upcoming events.  <b>Artifacts/Evidence:</b> Admin and Coaches meeting agenda and minutes.	<b>Mize</b> Crawford
Provide lesson plan templates for intentional planning of guided math and number talks.	N/A	July	<b>Implementation:</b> Administration will review lesson plans monthly.  <b>Artifacts/Evidence:</b> Lesson plans and notes.	<b>Crawford</b> Mize
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



PROFESSIONAL CAPACITY				
GOAL #2	The percentage of students performing at proficient or advanced on the Math Inventory will increase by 10% from fall to winter and winter to spring assessments.			
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Collaboration will focus on number talks and guided math planning using assessment data, the lesson plan framework, and the instructional framework.	N/A	August	<b>Implementation:</b> Team leaders will use data to guided conversations during CCCs that focus on effective number talks and guided math planning. They will use the instruction framework, lesson plan framework and effective strategies.  <b>Artifacts/Evidence:</b> CCC minutes, Lesson Plans, Walk through notes	<b>Team Leaders</b> Martin Murchie
Coaches will guide teachers in effective number talks strategies.	N/A	August	<b>Implementation:</b> Coaches will attend CCCs and participate in the number talks planning and discussions. They will share effective strategies when needed. In addition, the coaches will observe number talks and provide feedback that includes next steps.  <b>Artifacts/Evidence:</b> CCC minutes, Lesson Plans, Walk through notes.	<b>Murchie</b> Martin
Attend conferences and workshops to increase understanding of the most effective instructional strategies for math (NCTM, GCTM, ISTE, Long+Live+Math Institute, Mathematical Association of America Joint Math Meetings, NCSM annual Conference)	Title I	August	<b>Implementation:</b> Teacher will redeliver through conference logic models.  <b>Artifacts/Evidence:</b> Conference notes, registration and redelivery materials and agendas.	<b>Mize</b> Martin Murchie Crawford
Coaches will model specific strategies for small group math instruction	Title I	August	<b>Implementation:</b> Upon identification of teachers that need modeling or ask for modeling a schedule of modeled lessons will be created.  <b>Artifacts/Evidence:</b> Lesson plans and artifacts from the modeled lesson.	<b>Martin</b> Murchie
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



## SUPPORTIVE LEARNING ENVIRONMENT

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Use Freckle to personalize interventions for students with math weaknesses	Title I	August	<p><b>Implementation:</b> Grade levels will identify students that need math support and schedule them for Freckle. Usage reports for identified students will be discussed during CCCs.</p> <p><b>Impact:</b> Identified student progress will be monitored through growth reports in Freckle and discussed monthly by teams in CCCs.</p> <p><b>Artifacts/Evidence:</b> CCC agendas, List of students participating in Freckle, Freckle growth reports</p>	<b>CCC leads</b> Teachers
Employ tutors in grades K-5 to support math weaknesses.	Title I	September or October	<p><b>Implementation:</b> Develop schedules and rosters for each tutor.</p> <p><b>Impact:</b> Review MI and local assessments to determine student growth.</p> <p><b>Artifacts/Evidence:</b> MI growth and local assessment data growth.</p>	<b>Mize</b> <b>Murchie</b> Martin Crawford
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
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English Learners	Classroom teacher and ESOL teachers will participate in on-going professional learning focused on ELL learners and their needs.  County ESOL consultant will work with teachers to implement effective practices for ELL learners.  Support families with family partnership workshops.	Title I and ESOL Department	August	<b>Implementation/Impact:</b> Teacher attendance will be monitored by admin team to ensure professional learning continues. Walkthroughs that include observing effective ELL teaching strategies taught during professional learning. ESOL growth through RI will be reviewed quarterly.  <b>Artifacts/Evidence:</b> Teacher attendance sheets, RI scores for ESOL students.	<b>Crawford</b> Mize Martin Murchie
Race / Ethnicity	Review data by student groups and discuss interventions as needed.  Classroom read aloud sets purchased to represent all student groups.	Title I	August	<b>Implementation/Impact:</b> CCC's will monitor student group progress once per month and determine grade level interventions if needed.  <b>Artifacts/Evidence:</b> Student group data, CCC agendas noting the discussion of student group data	<b>Martin</b> <b>Murchie</b> Mize Crawford
Foster and Homeless	Collaborate with the social worker and homeless department to ensure students stay at their school of origin and provide support	N/A	July	<b>Implementation/Impact:</b> Track homeless students and monitor their location.  <b>Artifacts/Evidence:</b> List of homeless students and their location	<b>Mize</b> Crawford
Migrant	Welcome packet is available if families enroll during the school year.	N/A	July	<b>Implementation/Impact:</b> A welcome packet is available in the front office for any migrant student or parent.  <b>Artifacts/Evidence:</b> Welcome packet, list of migrant students, if any.	<b>Mize</b> <b>Stone</b> Crawford Velez



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## 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 **FY22** 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.



**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)



**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 Green Acres 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.

At Green Acres 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.)**

Green Acres Elementary implements a school-wide Title I plan. Our plan includes strategies which specifically address our school wide goals of improving Reading, Writing and Math. Specific parent activities will be developed and presented to parents to assist them with helping their children in the areas of ELA, Math and Writing. Green Acres Elementary takes into account the needs of homeless, neglected and migrant children. At the present time we do not have any migrant students enrolled. We do have identified homeless students and the following provisions are made for our homeless students (these same provisions would be followed if we had migrant students): Area Social Worker meets with parent/guardians and student to help make a plan to utilize community resources to support their needs. Title I Homeless Liaison is notified and sets up adequate transportation for students. Counseling sessions are set up for these students and check ins.

**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)]**

Green Acres implements a combination of positive discipline practices and a local school developed checks and balances system. Teachers conduct weekly meetings to address classroom concerns with behavior and how students are treating each other. Students are able to express their concerns and come up with solutions as a group. In addition, the check and balances system allows students to earn points based on appropriate student behaviors and activities.

**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 following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year. For our preschool children transitioning to elementary school: We invite and encourage local preschools and daycares from the community to bring rising kindergarten students for a tour of our school including classroom visits so that the children may become familiar with the elementary school setting, as well as some rituals and routines. Our principal goes out to the daycare centers and talks with parents giving them an opportunity to learn about kindergarten preparedness and the curriculum. We also host a two week "Kinder Camp" as part of our summer school program for our incoming kindergarten students. A baseline assessment is conducted during this time to determine students' readiness levels, aiding in the identification of students who may need early intervention and support.

For our students transitioning to middle school: We meet with the counselors and administrators at our feeder middle school to plan a seamless articulation that include parent nights and a field trip for our students to the middle school.



## TITLE I

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**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.

At Green Acres our school inventory as it relates to Title I purchased equipment is maintained by our media specialist and coaches. Items such as laptop carts, ipad carts, other technology and resource books are signed out via the CCSD media program. The technology purchased through Title I funds is checked out through an outlook calendared each month.



## **ADDITIONAL RESPONSES**

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