



# Birney Elementary School School Improvement Plan 2021-2022 Action Plan



SCHOOL NAME: Birney Elementary School

Date Submitted: June 1, 2021

Date(s) Revised:



## TITLE I

ASSESS. ACHIEVE. SUCCEED.



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## COHERENT INSTRUCTIONAL SYSTEM

<b>GOAL #1</b>	<p>Our goals are:</p> <ul style="list-style-type: none"> <li>To increase the percentage of Kindergarten and First Grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) by at least 10% at each grade level from August 2021 to May 2022.</li> <li>To increase the percentage of 2<sup>nd</sup>-5<sup>th</sup> grade students scoring proficient or higher on the Reading Inventory (RI) by at least 10% at these grade levels from August 2021 to May 2022.</li> </ul>			
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>
Continue implementation of CCSD's Benchmark Phonics Program by utilizing the Early Literacy Framework (ELF) for instruction and assessment in Kindergarten, First Grade and Second Grade. This will target phonemic awareness, decoding, and spelling as well as the transfer of phonics skills to reading and writing.	District  Title 1	August 2, 2021	<p><b>Implementation:</b> The ELA Academic Coach and Administrators will walk classrooms monthly to monitor implementation of the Benchmark Phonics program within daily instruction and debrief during monthly CCC meetings.</p> <p><b>Impact:</b> Grade levels will discuss the impact of the Benchmark Phonics program during weekly CCCs by reviewing assessment data and modifying practices and strategies as needed.</p> <p><b>Artifacts/Evidence:</b> Walkthrough data using the ELA Leader "Look-Fors" linked to the TKES evaluation, the K-2 Phonics Instruction Checklist, the Benchmark Phonics data located in CTLs, Foundational Reading Assessment (FRA) data, lesson plans and CCC meeting minutes will be used as artifacts</p>	<p><b>ELA Academic Coach</b></p> <p><b>Administration</b></p> <p>Teachers</p>
K-5 will continue usage of Lexia Core5 to support reading growth.	Title III  Title I	August 9, 2021	<p><b>Implementation:</b> K-5 classroom teachers will implement and monitor Lexia Core5 during ELA rotations. In addition, students will utilize Lexia Core5 at home, before school, and other times throughout the day. The classroom teacher will review usage data and student progress bi-weekly. The ESOL Lead Teacher will monitor progress weekly.</p> <p><b>Impact:</b> Students will improve their reading skills as evidenced by increased Lexile scores and performance on the RI. Data will be looked at three times each year by Administration, Academic Coaches, ESOL Teachers, classroom teachers, and EIP teachers.</p> <p><b>Artifacts/Evidence:</b> RI (taken three times each year). Lexia Core5 dashboard usage, progress, and skills data</p>	<p><b>ESOL Lead Teacher</b></p> <p>ESOL Teachers</p> <p>Classroom Teachers</p> <p>EIP Teachers</p>
Teachers will implement the CCSD Balanced Literacy Instructional model with fidelity. The focus will be predominantly on small group differentiated instruction using the Next Step Forward in Guided Reading resources including <u>The</u>	Title 1  Local School Funds	August 2, 2021	<p><b>Implementation:</b> The ELA Academic Coach and Administrators will walk classrooms monthly to monitor implementation of the Balanced Literacy Framework and the usage of the Next Step Forward in Guided Reading resources.</p>	<p><b>ELA Academic Coach</b></p> <p><b>Administrators</b></p> <p>Classroom Teachers</p>



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<u>Next Step Forward in Word Study</u> and Phonics by Jan Richardson.			<p><b>Impact:</b> Grade levels will meet weekly with the ELA Academic Coach to review reading levels (running records, NSGRA chart) and discuss next steps for striving and thriving students.</p> <p><b>Artifacts/Evidence:</b> Next Step Forward in Guided Reading Assessment Summary Chart, school-wide data sheet, walkthrough data using rubrics for guided reading lessons Pre-A through fluent, FRA data, RI data, meeting minutes and agendas, teachers' guided reading data notebooks</p>	
Teachers in grades K-5 will meet daily with students in order to conduct writing conferences either in a small group or one-on-one. Mentor texts will be used as needed to support writing conferences. Carl Anderson's <u>A Teacher's Guide To Writing Conferences</u> will be implemented.	Title 1	August 9, 2021	<p><b>Implementation:</b> The ELA Academic Coaches and Administrators will walk classrooms monthly to monitor implementation of writing conferences.</p> <p><b>Impact:</b> Grade levels will meet weekly with the ELA Academic Coach to discuss the impact of conferring strategies during CCC meetings by reviewing student performance on written tasks as indicated on the Units of Study Student Writing Checklist and anecdotal notes.</p> <p><b>Artifacts/Evidence:</b> writing conferencing notebook, lesson plans, walkthrough data</p>	<p><b>ELA Academic Coach</b></p> <p>Administrators</p> <p>Teachers</p>
Teachers in K-1 will implement formative assessment practices to monitor student progress in the development of reading skills using ESGI software.	Title 1	August 2, 2021	<p><b>Implementation:</b> Grade-level Administration will monitor usage of ESGI quarterly to see how frequently K-1 teachers are using the software.</p> <p><b>Impact:</b> Classroom teachers will monitor usage reports to identify students who are struggling as well as those that may need enrichment opportunities through ongoing monitoring.</p> <p><b>Artifacts/Evidence:</b> ESGI usage reports</p>	<p><b>Grade-level Administration</b></p> <p>K-1 Classroom Teachers</p>
The principal will allocate funds to purchase software that supports ELA instruction. Teachers will utilize this software to support reading instruction (e.g. Seesaw, Imagine Learning, Nearpod, Lexia, etc.).	Title I Local School Funds District Title III	August 2021	<p><b>Implementation:</b> Teachers will use the software daily to support instruction. They will continuously monitor student progress with assigned activities and skills through the software dashboards.</p> <p><b>Impact:</b> Teachers will determine the impact of the lessons and assignments during ongoing review of data in order to modify practices and differentiate as needed.</p> <p><b>Artifacts/Evidence:</b> software usage reports, data</p>	<p><b>Principal Teachers</b></p> <p>Academic Coaches</p>



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### EFFECTIVE LEADERSHIP

<b>GOAL #1</b>	<p>Our goals are:</p> <ul style="list-style-type: none"> <li>To increase the percentage of Kindergarten and First Grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) by at least 10% at each grade level from August 2021 to May 2022.</li> <li>To increase the percentage of 2<sup>nd</sup>-5<sup>th</sup> grade students scoring proficient or higher on the Reading Inventory (RI) by at least 10% at these grade levels from August 2021 to May 2022.</li> </ul>			
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>
An Academic Coach will be utilized to support K-5 ELA.	Title I	July 26, 2021	<p><b>Implementation:</b> The Principal will allocate Title I funds to employ an Academic Coach to support K-5 ELA as well as monitor their impact via weekly meetings with Admin as well as bi-weekly professional learning in the area of ELA with a focus on the Next Steps Forward in Guided Reading.</p> <p><b>Artifacts/Evidence:</b> ELA Academic Coach's monthly calendar, meeting agendas and minutes, school-wide data sheets monitored by Academic Coach that tracks reading levels</p>	<b>Principal</b>
Informal observation feedback will be provided to teachers regarding the CCSD Balanced Literacy Instructional model that includes reading, phonics, and writing.	Title I	August 2, 2021	<p><b>Implementation:</b> Administration and the ELA Academic Coach will conduct monthly walkthroughs to monitor implementation of the Balanced Literacy Framework. A debrief will occur during monthly Building Leadership Team (BLT) meetings.</p> <p><b>Artifacts/Evidence:</b> ELA Leader "Look-Fors" linked to the TKES evaluation, K-2 Phonics Instruction Checklist, lesson plans and walkthrough data using rubrics for guided reading lessons Pre-A through fluent</p>	<b>Administration</b> ELA Academic Coach
Develop a Master Schedule that maximizes instructional time and ensures that professional learning and collaboration is centered on strategies that support balanced literacy. These will occur on a consistent basis throughout the school year.	N/A	July 2021	<p><b>Implementation:</b> Administration will conduct monthly observational walkthroughs and lesson plan reviews to ensure that the Master Calendar is being adhered to with fidelity. A debrief will occur during monthly BLT meetings and on an individual basis as needed.</p> <p><b>Artifacts/Evidence:</b> lesson plans, walkthrough data</p>	<b>Administration</b> Academic Coaches
Administration and Academic Coaches participate in scheduled District K-2 Benchmark Phonics collaborative conversations using data to drive local instructional decisions.	N/A	August 2021	<p><b>Implementation:</b> Prior to Benchmark Phonics meetings, the ELA Academic Coach will pull corresponding cycle data and collaborate with K-2 CCCs to analyze data. This information will be used when participating in Benchmark meetings.</p> <p><b>Artifacts/Evidence:</b> Benchmark data reports pulled for corresponding cycles, meeting minutes</p>	<b>Administration</b> Academic Coaches



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Administration will communicate clear, concise, and high expectations for balanced literacy instruction by providing instructional non-negotiables aligned with TKES.	N/A	July 2021 (pre-planning)	<p><b>Implementation:</b> Administration will create a TKES non-negotiables document that communicates clear, concise, and high expectations for balanced literacy instruction. Administration will gather data from walkthroughs and observations to ensure that the non-negotiables are being implemented. A debrief will occur during monthly BLT meetings or on an individual basis as needed.</p> <p><b>Artifacts/Evidence:</b> TKES non-negotiables document created by Administration, walkthrough and observation data</p>	<b>Administration</b>
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PROFESSIONAL CAPACITY				
<b>GOAL #1</b>	<p>Our goals are:</p> <ul style="list-style-type: none"> <li>To increase the percentage of Kindergarten and First Grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) by at least 10% at each grade level from August 2021 to May 2022.</li> <li>To increase the percentage of 2<sup>nd</sup>-5<sup>th</sup> grade students scoring proficient or higher on the Reading Inventory (RI) by at least 10% at these grade levels from August 2021 to May 2022.</li> </ul>			
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>
Provide teachers with differentiated Next Step Forward in Guided Reading professional learning.	Title I	July 2021	<p><b>Implementation:</b> The ELA Academic Coach will conduct differentiated professional learnings for guided reading. Then, the ELA Academic Coach will conduct monthly focused walkthroughs to monitor implementation of the professional learning focus. Debrief conversations will be incorporated into weekly CCC meetings and held with individuals on an as needed basis.</p> <p><b>Artifacts/Evidence:</b> walkthrough data, meeting agendas and minutes, professional learning attendance sheets</p>	<p><b>ELA Academic Coach</b></p> <p>Administration</p>
Provide professional learning for staff on the use of Lexia Core5 to support ELA learning.	Title III Title I	July 2021	<p><b>Implementation:</b> The ESOL Lead Teacher, in conjunction with ESOL teachers, will conduct differentiated professional learnings for Lexia Core5. Then, the ESOL Lead Teacher, ESOL Teachers, and EIP Teachers will use the Lexia Core5 dashboard weekly to monitor student usage and progress.</p> <p><b>Artifacts/Evidence:</b> meeting agendas and minutes, professional learning attendance sheets</p>	<p><b>ESOL Lead Teacher</b></p> <p>ESOL Teachers</p> <p>EIP Teachers</p>
Provide professional learning for staff on conducting effective writing conferences that incorporate mentor texts.	Title I	July 2021	<p><b>Implementation:</b> The ELA Academic Coach will conduct professional learnings focused on conducting effective writing conferences as well as utilizing mentor texts. Then, the ELA Academic Coach will conduct monthly focused walkthroughs to monitor implementation of the professional learning focus.</p> <p><b>Artifacts/Evidence:</b> meeting agendas and minutes, professional learning attendance sheets, walkthrough data</p>	<p><b>ELA Academic Coach</b></p>
K-2 teachers participate in Title I, district and/or local school professional learning supporting CCSD's Benchmark phonics program.	Title I	August 2021	<p><b>Implementation:</b> The ELA Academic Coach, ELA Title I Academic Coaches and/or district personnel will conduct professional learnings focused on strategies to support phonics instruction. Then, the ELA Academic Coach will conduct monthly focused walkthroughs to monitor implementation of the professional learning focus.</p>	<p><b>ELA Academic Coach</b></p> <p>ELA Title I Academic Coaches</p> <p>District Personnel</p>



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			<b>Artifacts/Evidence:</b> meeting agendas and minutes, professional learning attendance sheets, walkthrough data	
Implement Birney U and a mentoring program to support teachers with three years and less experience as well as those new to Birney. 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 and procedural routines, best practices, and classroom set up.	Title I	July 2021	<b>Implementation:</b> The Academic Coaches will conduct a monthly professional learning focused on the areas of classroom management and procedural routines, best practices, and classroom set up. Administration will assign mentors to novice teachers prior to the start of the school year. Then, the Academic Coaches will conduct monthly focused walkthroughs to monitor implementation of the professional learning focus.  <b>Artifacts/Evidence:</b> meeting agendas and minutes, professional learning attendance sheets, walkthrough data, Novice teacher mentor roster	<b>Academic Coaches</b>  <b>Administration</b>
Provide quarterly release time for each grade level to collaboratively plan for balanced literacy implementation and the integration of social studies and science.	Title I  Local School Funds	August 2021	<b>Implementation:</b> Administration will schedule quarterly release time for each grade level to collaborate with the Academic Coaches to produce curriculum maps. Completed curriculum maps will be shared with grade-level administrators.  <b>Artifacts/Evidence:</b> attendance sheet, agendas, completed curriculum maps, meeting minutes	<b>Administration</b>  Academic Coaches
Kindergarten teachers will participate in professional learning centered upon <u>The Road to the Code</u> by Benita Blachman to support striving readers that are having difficulty making adequate reading progress.	Title I	July 2021	<b>Implementation:</b> At the beginning of the school year, the ELA Academic Coach will provide professional learning for Kindergarten teachers to support the implementation of <u>The Road to the Code</u> . The ELA Academic Coach will conduct monthly walkthroughs to ensure implementation of <u>The Road to the Code</u> for striving readers. In addition, the ELA Academic Coach will monitor school-wide data sheets to verify with classroom teachers that striving readers are receiving this intervention.  <b>Artifacts/Evidence:</b> meeting agendas and minutes, data from walkthroughs, school-wide data sheet	<b>ELA Academic Coach</b>  <b>Kindergarten Teachers</b>
Attend professional conferences (e.g. ESEA, Reading Recovery, Model Schools, etc.) and redeliver strategies to staff.	Title I	August 2021	<b>Implementation:</b> The ELA Academic Coach and other staff will attend professional conferences and redeliver strategies to staff during CCC meetings.  <b>Artifacts/Evidence:</b> conference attendance records, redelivery presentations, rosters/agendas/minutes from redelivery	<b>Attendees</b>  <b>Academic Coaches</b>





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### SUPPORTIVE LEARNING ENVIRONMENT

<b>GOAL #1</b>	<p>Our goals are:</p> <ul style="list-style-type: none"> <li>To increase the percentage of Kindergarten and First Grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) by at least 10% at each grade level from August 2021 to May 2022.</li> <li>To increase the percentage of 2<sup>nd</sup>-5<sup>th</sup> grade students scoring proficient or higher on the Reading Inventory (RI) by at least 10% at these grade levels from August 2021 to May 2022.</li> </ul>			
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Full implementation of Read180 and System44 Lab for identified third, fourth, and fifth grade students based on Reading Inventory (RI) data.	Title 1  Local School Funds	August 16, 2021	<p><b>Implementation:</b> The Read 180 / System 44 teachers will analyze RI data in order to determine students who will be served and develop a schedule to serve students daily. Administration will periodically monitor implementation of Read180/System44.</p> <p><b>Impact:</b> The Read 180 / System 44 teacher will review student data periodically and work cooperatively with the classroom teacher to ensure students are closing the gaps in reading.</p> <p><b>Artifacts/Evidence:</b> RI data, data from the Read180/System44 dashboard</p>	<p><b>Read 180 / System 44 Teacher</b></p> <p><b>Administration</b></p> <p>Classroom Teachers</p>
Incorporate Imagine Learning for ELL newcomers identified as striving with English language development by the WIDA screener and ACCESS scores.	Title III	August 16, 2021	<p><b>Implementation:</b> Imagine Learning is implemented during language arts rotations within the classrooms. Implementation will be monitored by ESOL teachers on an ongoing basis.</p> <p><b>Impact:</b> Students will increase their speaking, listening, and reading skills throughout the school year. Teachers will monitor students' progress periodically through the Imagine Learning dashboard.</p> <p><b>Artifacts/Evidence:</b> Imagine Learning assessments (beginning of school year, middle of school year, end of school year), ACCESS scores (May 2022)</p>	<p><b>ESOL Lead Teacher</b></p> <p>ESOL Teachers</p> <p>Classroom Teachers</p>
Continue Cobb Collaborative Community (CCC) meetings to address student performance at all levels of learning. Teams focus on data to inform instruction, extension, and acceleration as well as focus on the four CCC questions.	N/A	August 2021	<p><b>Implementation:</b> CCCs will meet weekly to address student performance at all levels of learning and determine next steps of instruction, extension, and acceleration. Administration and/or grade-level administration will attend CCCs or review minutes to monitor the effectiveness of the CCCs.</p> <p><b>Impact:</b> Grade levels will discuss student performance during CCCs by reviewing assessment data and discussing next steps and strategies focusing on the 4 CCC questions.</p> <p><b>Artifacts/Evidence:</b> CCC minutes, student data</p>	<p><b>CCC Facilitator</b></p> <p><b>CCC Data Analyst</b></p> <p>CCC Timekeeper</p> <p>CCC Recorder</p> <p>Grade-level teams (including</p>



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				support staff) Administration Academic Coaches
Provide targeted reading instruction, extension, and acceleration with Lexia Core5 and other digital platforms.	Title III Title I	August 2021	<p><b>Implementation:</b> The classroom teacher, ESOL Teachers, and/or EIP Teachers will monitor implementation by looking at usage reports and student progress through the Lexia Core5 dashboard weekly.</p> <p><b>Impact:</b> Students will increase their speaking, listening, and reading skills as shown on Lexia Core5 data reports that are monitored weekly by classroom teacher, ESOL Teachers, and/or EIP Teachers.</p> <p><b>Artifacts/Evidence:</b> Lexia Core5 data usage and performance reports</p>	<b>Classroom Teachers</b>  <b>ESOL Teachers</b>  ESOL Lead Teacher EIP Teachers
Provide tutoring to support identified students that are performing below grade-level in ELA (reading and writing).	Title I Local School Funds  20 Day Funds	August 2021	<p><b>Implementation:</b> Administration will allocate funds and employ tutors to support identified students that are performing below grade-level in reading. Administration will conduct walkthroughs and/or observations of tutors.</p> <p><b>Impact:</b> Students will increase their independent reading levels as well as RI scores. This will be monitored through bi-weekly running records as well as RI data (collected 3x per year). Administration will review the evidence to determine effectiveness.</p> <p><b>Artifacts/Evidence:</b> running records, RI data, walkthrough/observational data</p>	<b>Administration</b>  Tutors
Administration will create a computer schedule to ensure students have access to technology in order to be assessed on the RI in a timely manner.	N/A	August 2021	<p><b>Implementation:</b> Administration will create and distribute a computer schedule for RI testing. Then, they will monitor adherence to the schedule. This will be done three times throughout the school year.</p> <p><b>Impact:</b> Instructional time will be optimized while ensuring every student is able to be assessed on the RI. Administration and/or the Academic Coaches will pull RI data at the close of the testing window to ensure all students were assessed and monitor student progress.</p> <p><b>Artifacts/Evidence:</b> RI computer schedule</p>	<b>Administration</b>  Classroom Teachers  Academic Coaches
Recognize students demonstrating reading growth on the RI, above grade-level performance based on formative assessments, and Lexia Core5 growth.	Title I Local School Funds	October 2021	<p><b>Implementation:</b> Administration and the ELA Academic Coach will work with teachers to determine rewards for recognition. Rewards will be distributed in accordance with testing calendars (at least quarterly for Lexia Core5 and two times per year for RI).</p> <p><b>Impact:</b> Students will be intrinsically motivated to increase their performance due to the rewards being offered.</p>	<b>Administration</b>  Classroom Teachers  Academic Coaches



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			<b>Artifacts/Evidence:</b> roster of students awarded, social media and/or website post celebrating students, students celebrated in the monthly newsletter authored by the Parent Facilitator	
Teachers will allocate time during ELA rotations to allow for students to access digital literacy supports (e.g. Lexia Core5, Imagine Learning, etc.).	N/A	August 2, 2021	<b>Implementation:</b> Administration, Academic Coaches, and ESOL Teachers will monitor lesson plans and schedules to ensure ELA rotations are occurring and providing time for students to access digital literacy supports.  <b>Impact:</b> Classroom Teachers and ESOL Teachers will monitor program usage and student performance on digital platforms at least once per month.  <b>Artifacts/Evidence:</b> teacher schedules, data from digital platform dashboards, lesson plans	<b>Classroom Teachers</b>  <b>ESOL Teachers</b>  Administration  ELA Academic Coach



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### FAMILY AND COMMUNITY ENGAGEMENT

<b>GOAL #1</b>	<p>Our goals are:</p> <ul style="list-style-type: none"> <li>To increase the percentage of Kindergarten and First Grade students scoring 45 or higher on the Foundational Reading Assessment (FRA) by at least 10% at each grade level from August 2021 to May 2022.</li> <li>To increase the percentage of 2<sup>nd</sup>-5<sup>th</sup> grade students scoring proficient or higher on the Reading Inventory (RI) by at least 10% at these grade levels from August 2021 to May 2022.</li> </ul>			
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>
The Literatura bilingual family literacy program will be implemented four times per year. It will include grade-level specific reading and writing strategies to use at home as well as a bilingual book.	Title I Partners In Education	October 2021	<p><b>Implementation:</b> Quarterly Literatura programs will be held. The Parent Facilitator, Academic Coaches and Administration will monitor attendance rosters.</p> <p><b>Artifacts/Evidence:</b> attendance rosters, parent survey to determine impact conducted by the Parent Facilitator</p>	<p><b>Parent Facilitator</b></p> <p>Academic Coaches</p> <p>Administration</p> <p>Teachers</p>
Conduct bilingual events that encourage parent participation and support of the education program (Meet and Greet, Open House, Career Day, Resource Room Open House, Literatura, etc.). This will include providing parent workshops twice a year to review reading standards, strategies, technology supports, and study habits.	Title I Local School Funds	August 2021	<p><b>Implementation:</b> Bilingual events will be held throughout the year to encourage parents' participation and support of the education program. The Parent Facilitator will create flyers to advertise the events and monitor attendance rosters to gauge family participation.</p> <p><b>Artifacts/Evidence:</b> attendance rosters, parent survey to determine impact conducted by the Parent Facilitator</p>	<p><b>Parent Facilitator</b></p> <p>Academic Coaches</p> <p>Administration</p> <p>Teachers</p>
Provide parents with a monthly newsletter for curriculum initiatives, volunteer opportunities and student resources.	Title I	August 2021	<p><b>Implementation:</b> The Parent Facilitator will create a bilingual monthly newsletter for families to build home-school communication. The newsletter will be distributed via CTLS and Administration will pull reports to gauge how many families are reading the newsletters.</p> <p><b>Artifacts/Evidence:</b> monthly newsletters created by the Parent Facilitator</p>	<p><b>Parent Facilitator</b></p> <p>Academic Coaches</p> <p>Administration</p>
Provide families with grade-level family engagement policy and grade-level compacts.	Title I	August 2021	<p><b>Implementation:</b> Grade-level family engagement policy and grade-level compacts will be updated by the Academic Coaches and distributed by the Parent Facilitator at the beginning of the school year. In addition, they will be posted on Birney's website on the Title I page. Administration will monitor to determine completion of this Title I requirement.</p>	<p><b>Parent Facilitator</b></p> <p>Academic Coaches</p> <p>Administration</p>

Commented [NH1]: @Katherine Stieber Will you be adding THFDP to this action step or adding an action step?

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			<b>Artifacts/Evidence:</b> grade-level family engagement policy and grade-level compacts posted on the Title I page of Birney's website	
Teachers will share data information with parents as well as login information for home use of programs.	N/A	August 2021	<b>Implementation:</b> Teachers will create login information sheets which they will share with families so students can login to digital platforms from home. These sheets will be sent home at the beginning of the school year and as needed throughout the school year. Teachers will monitor by ensuring all students receive the proper login information for home use of programs.  <b>Artifacts/Evidence:</b> login information sheets	<b>Teachers</b>
Continue to keep the school's website and social media updated. In addition, utilize CTLS Parent to communicate with families.	N/A	July 2021	<b>Implementation:</b> The website and social media will be kept up to date throughout the school year by those designated by the Principal. CTLS Parent will be utilized by Administration, Teachers and the Parent Facilitator to communicate with families throughout the year. Administration and the Academic Coaches will continually monitor these platforms in order to ensure families are receiving communication in a timely manner.  <b>Artifacts/Evidence:</b> CTLS sent reports, website publish dates, social media feeds	<b>Academic Coaches</b> <b>Administration</b> Teachers Parent Facilitator
Host two family dinners (one spring and one fall) for the Family Dinner Project.	Title 1 Partners In Education	September 2021 February 2022	<b>Implementation:</b> The Family Dinner Project model provides families an opportunity to use the evening meal time as a method to discuss their child's academics, express high learning expectations, teach the value of education, and discuss academic and future goals. Research indicates conversations around family dinners reduce high-risk student behaviors, positively increases student grades, increases student vocabulary, and improves student resiliency and self-esteem. Families will set meal time goals each semester.  <b>Artifacts/Evidence:</b> Family Dinner Project Sign-in sheets, Family Dinner Project presentations (e.g. PowerPoints, handouts, etc.)	<b>Parent Facilitator</b>  Academic Coaches



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STUDENT GROUPS					
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Action Step(s)		Possible Funding Source(s)	Start Date	Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation	Lead (bold) Support
Economically Disadvantaged	Provide opportunities and resources to assist students with experiencing balanced literacy.	Title I	July 2021	<b>Implementation/Impact:</b> Academic Coaches and Administration will conduct monthly walkthroughs to determine if balanced literacy instruction is occurring and that the proper materials are being provided and used. In addition, the counselors and parent facilitator work together to coordinate food distribution events monthly as well as provision school supplies at the beginning of the school year.  <b>Artifacts/Evidence:</b> walkthrough data, roster of families who register and receive food support, food distribution schedule, lesson plans	<b>School Counselors</b>
	Work in conjunction with MUST Ministries to provide a food pantry for families in need.	Partners In Education			<b>Classroom Teachers</b>
	School supplies, backpacks and 2 sets of school uniforms will be provided for students on an as needed basis.				Administration
					Partners In Education
					Parent Facilitator
					Academic Coaches



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

English Learners	<p>Provide protected time for ESOL teachers and general education teachers to collaborate and address students' strengths and weaknesses.</p> <p>Provide home-school communication in students' first language and interpreters at meetings as needed.</p>	<p>Title I</p> <p>Title III</p>	<p>July 2021</p>	<p><b>Implementation/Impact:</b> ESOL Teachers will meet with classroom teachers to review ACCESS scores and the WIDA Can Do Descriptors at the beginning of the year so that classroom teachers know what supports and differentiation is needed to meet the needs of their ELLs. ESOL Teachers and Administration will monitor the implementation of differentiated instruction on an ongoing basis.</p> <p><b>Artifacts/Evidence:</b> meeting agendas and minutes, home-school communication, lesson plans</p>	<p><b>Administration</b></p> <p><b>ESOL Teachers</b></p> <p>Parent Facilitator</p> <p>Classroom Teachers</p>
Race / Ethnicity	<p>Analyze data by student groups and address trends.</p> <p>Provide timely feedback to parents/guardians about student progress.</p> <p>Provide literature that represents diversity and is culturally responsive for read alouds, mentor texts, guided reading, and classroom libraries.</p>	<p>Title I</p>	<p>August 2021</p>	<p><b>Implementation/Impact:</b> CCC team members will meet and review data at least once per month. Administration will monitor the report cards and progress reports quarterly.</p> <p><b>Artifacts/Evidence:</b> books available for checkout in the Media Center, CTLS data, RI and MI data, Lexia Core5 and other digital platform data, progress reports, report cards, conferencing forms</p>	<p><b>Administration</b></p> <p><b>Teachers</b></p> <p>Academic Coaches</p> <p>Media Specialist</p>
Foster and Homeless	<p>Counselors and Social Workers will implement small groups that address individual student needs.</p> <p>Contact the Homeless Education Program to provide needed resources.</p> <p>Collaborate with the local school social worker and homeless department to maintain ongoing communication with the families and to ensure students remain at their school of origin.</p>	<p>Title I</p>	<p>August 2, 2021</p>	<p><b>Implementation/Impact:</b> Administrators will periodically monitor the counselor's schedules to ensure time is being allocated to meet with small groups and address individual student's needs. School Counselors will contact the Homeless Education Program and/or social workers on an as needed basis.</p> <p><b>Artifacts/Evidence:</b> School Counselors' schedules, counselor contact logs</p>	<p><b>School Counselors</b></p> <p>Social Workers</p> <p>Administration</p>
Migrant	<p>Collaborate with International Welcome Center (IWC) to identify any migrant students and provide support to students and families as needed.</p>	<p>Title I</p> <p>Title III</p>	<p>August 2021</p>	<p><b>Implementation/Impact:</b> The Parent Facilitator will contact the IWC on an as needed basis to address needs as they arise.</p> <p><b>Artifacts/Evidence:</b> IWC requests</p>	<p><b>Parent Facilitator</b></p> <p>Administration</p> <p>School Counselors</p>

Commented [NH2]: @erin schularick Please add the Title III Supplemental Support Services here and for Goal #2.





## TITLE I

ASSESS. ACHIEVE. SUCCEED.

<b>Students with Disabilities</b>	<p>Special Education teachers will consistently collaborate with their co-teachers to ensure students' instructional needs are being addressed.</p> <p>Special Education Case Managers will meet with families at minimum of once a school year to provide learning progress on IEP Goals and to provide strategies for academic success.</p>	<p>Title I District Funds</p>	<p>July 2021</p>	<p><b>Implementation/Impact:</b> The SSA will do periodic walkthroughs to ensure that collaboration is occurring between Special Education Teachers and their Co-teachers as well as look for differentiated instruction and any supports that may be needed.</p> <p><b>Artifacts/Evidence:</b> data collected on goals and objectives, IEP minutes</p>	<p><b>School Support Administrator (SSA)</b></p> <p><b>Special Education Teachers/Case Managers</b></p> <p>Co-Teachers</p>
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## TITLE I

ASSESS. ACHIEVE. SUCCEED.

### COHERENT INSTRUCTIONAL SYSTEM

GOAL #2	Our goal is for the percentage of Kindergarten – 5 <sup>th</sup> grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2021 to May 2022.			
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 the CCSD Balanced Math Instructional model with fidelity. The focus will be on the mini lesson as well as utilizing manipulatives where appropriate.	Title I	August 2, 2021	<p><b>Implementation:</b> The Math Academic Coach and Administrators will walk classrooms monthly to monitor implementation of the Balanced Math model and the usage of manipulatives where appropriate.</p> <p><b>Impact:</b> Grade levels will meet bi-weekly with an Academic Coach to review standards, how to teach the standards, and how to utilize manipulatives, as well as strategies to for striving and thriving students.</p> <p><b>Artifacts/Evidence:</b> school-wide data sheet, walkthrough data using CCSD's Balanced Mathematics Instruction Leader checklist, MI data, meeting minutes and agendas</p>	<p><b>Math Academic Coach</b></p> <p><b>Administration</b></p> <p>Teachers</p>
K-5 will continue usage of Dreambox Learning to support math growth.	District	August 9, 2021	<p><b>Implementation:</b> K-5 classroom teachers will implement and monitor Dreambox Learning during math rotations. In addition, students will utilize Dreambox Learning at home, before school, and other times throughout the day. The classroom teacher will review usage data and student progress bi-weekly.</p> <p><b>Impact:</b> Students will increase their math skills as evidenced by data gathered from Dreambox Learning reports pulled quarterly by Administration, Academic Coaches, and Teachers.</p> <p><b>Artifacts/Evidence:</b> Dreambox Learning dashboard usage, progress, and skills data</p>	<p><b>Classroom Teachers</b></p> <p>EIP Teachers</p> <p>Math Academic Coach</p> <p>Administration</p>
Teachers in K-1 will implement formative assessment practices to monitor student progress on math skills using ESGI software.	Title 1	August 2, 2021	<p><b>Implementation:</b> Grade-level Administration will monitor usage of ESGI quarterly to see how frequently K-1 teachers are using the software.</p> <p><b>Impact:</b> Classroom teachers will monitor usage reports in order to identify students who are struggling as well as those that may need enrichment opportunities in order to provide strategies to meet their needs.</p> <p><b>Artifacts/Evidence:</b> ESGI usage reports</p>	<p><b>Grade-level Administration</b></p> <p>K-1 Classroom Teachers</p>



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

Plan and hold quarterly grade-level STEM days to support rigor and provide hands-on learning opportunities in the areas of science, technology, engineering, and math.	Title I  Local School Funds	August 2021	<p><b>Implementation:</b> Quarterly STEM days will be planned by the Math Academic Coach, Target Teacher and Title I District Science Coach. Classroom teachers will implement the STEM days. Administration will monitor implementation as they occur.</p> <p><b>Impact:</b> Teachers will complete a survey after each STEM day to share the educational impact that the STEM day had on their students.</p> <p><b>Artifacts/Evidence:</b> student work/projects produced during each STEM day, pictures</p>	<p><b>Math Academic Coach</b></p> <p><b>Target Teacher</b></p> <p>Title I District Science Coach</p> <p>Classroom Teachers</p> <p>Administration</p>
Continue to implement Number Talks during the K-5 math block.	District  Title I	August 2021	<p><b>Implementation:</b> The Math Academic Coach and Administrators will walk classrooms monthly to monitor implementation of Number Talks. In addition, they will monitor lesson plans.</p> <p><b>Impact:</b> Students' fact fluency, number sense, and visualization of math problems will increase as evidenced by Math Touchstone and MI data.</p> <p><b>Artifacts/Evidence:</b> CCSD's Number Talks Look-Fors checklist, lesson plans, Math Touchstone data, MI data</p>	<p><b>Math Academic Coach</b></p> <p>Classroom Teachers</p> <p>Grade-level Administration</p>
Grades 2-5 will utilize FASTT Math with fidelity to support students' basic math fact fluency.			<p><b>Implementation:</b> The Math Academic Coach will monitor usage of FASTT Math using the software portal.</p> <p><b>Impact:</b> Students' speed and accuracy of fact retrieval will increase as evidenced by FASTT Math data reports.</p> <p><b>Artifacts/Evidence:</b> FASTT Math data reports, walkthrough data</p>	<p><b>Math Academic Coach</b></p> <p>Classroom Teachers</p> <p>Grade-level Administration</p>
Software to support math instruction (e.g. Seesaw, Dreambox Learning, Nearpod, FASTT Math).	Title I  Local School Funds  District	August 2021	<p><b>Implementation:</b> The principal will allocate funds to purchase software that supports math instruction. Teachers will use the software daily to support instruction. They will monitor student progress with assigned activities and skills through the software dashboards on an ongoing basis.</p> <p><b>Impact:</b> Teachers will determine the impact of the lessons and assignments during ongoing review of data in order to modify practices and differentiate as needed.</p> <p><b>Artifacts/Evidence:</b> software usage reports, data</p>	<p><b>Principal Teachers</b></p> <p>Academic Coaches</p>



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

Implementation of a Math360 classroom to support math problem solving.	District Title I	August 2021	<p><b>Implementation:</b> The principal will allocate a teacher and classroom to teach Math360. Administration and the Math Academic Coach will conduct classroom walkthroughs to monitor implementation.</p> <p><b>Impact:</b> Teachers will determine the impact of the lessons and assignments during ongoing review of data in order to modify practices and differentiate as needed.</p> <p><b>Artifacts/Evidence:</b> MI data, Touchstone data, walkthroughs/observations</p>	<p><b>Administration</b></p> <p><b>Math360 Teacher</b></p> <p>Math Academic Coach</p>
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EFFECTIVE LEADERSHIP				
<b>GOAL #2</b>	Our goal is for the percentage of Kindergarten – 5 <sup>th</sup> grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2021 to May 2022.			
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>
An Academic Coach will be utilized to support K-5 Math.	Title I	July 26, 2021	<b>Implementation:</b> The Principal will allocate Title I funds to employ an Academic Coach to support K-5 Math as well as monitor their impact.  <b>Artifacts/Evidence:</b> Academic Coach's monthly calendar, meeting agendas and minutes	<b>Principal</b>
Informal observation feedback of the CCSD Balanced Math Instructional model that includes the Math Workshop opening, work period, closing and environment.	Title I	August 2, 2021	<b>Implementation:</b> Administration and the Math Academic Coach will conduct monthly walkthroughs to monitor implementation of the Balanced Math Framework. A debrief will occur during monthly Building Leadership Team (BLT) meetings.  <b>Artifacts/Evidence:</b> CCSD's K-12 Balanced Mathematics Instruction Teacher Reflective Planning Guide, walkthrough data	<b>Administration</b>  Math Academic Coaches
Develop a Master Schedule that maximizes instructional time and ensures professional learning and collaboration is centered on strategies that support balanced math. These will occur on a consistent basis throughout the school year. Provide capacity in terms of a 90-minute math instructional block of time to implement balanced math instruction.	N/A	July 2021	<b>Implementation:</b> Administration will conduct monthly observational walkthroughs and lesson plan reviews to ensure that the Master Calendar is being adhered to with fidelity. A debrief will occur during monthly BLT meetings and on an individual basis as needed.  <b>Artifacts/Evidence:</b> lesson plans, walkthrough data	<b>Administration</b>  Academic Coaches
Administration will communicate clear, concise, and high expectations for balanced math instruction by providing instructional non-negotiables aligned with TKES.	N/A	July 2021 (pre-planning)	<b>Implementation:</b> Administration will create a TKES non-negotiables document that communicates clear, concise, and high expectations for balanced literacy instruction. Administration will gather data from walkthroughs and observations to ensure that the non-negotiables are being implemented. A debrief will occur during monthly BLT meetings or on an individual basis as needed.  <b>Artifacts/Evidence:</b> TKES non-negotiables document created by Administration, walkthrough and observation data	<b>Administration</b>



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

Administration will allocate funds in the budget to purchase supplemental math materials for teachers to utilize within their classrooms.	Title I  Local School Funds	July 2021	<b>Implementation:</b> The Math Academic Coach will order necessary materials to support math instruction. Grade-level Administration and the Math Academic Coach will conduct monthly observational walkthroughs and lesson plan reviews to ensure materials are being used to support math teaching and learning.  <b>Artifacts/Evidence:</b> walkthrough data	<b>Principal</b>  Grade-level Administration  Math Academic Coach
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## TITLE I

ASSESS. ACHIEVE. SUCCEED.

PROFESSIONAL CAPACITY				
<b>GOAL #2</b>	Our goal is for the percentage of Kindergarten – 5 <sup>th</sup> grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2021 to May 2022.			
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 collaborate bi-weekly with the Math Academic Coach for job-imbedded professional development in unpacking standards, Number Talks, problem solving, use of manipulatives, Math Fluency Initiative, guided math instruction, etc.	District Title I	July 2021	<b>Implementation:</b> The Math Academic Coach will conduct professional learnings for math. Then, the Math Academic Coach will conduct monthly focused walkthroughs to monitor implementation of the professional learning focus. Debrief conversations will be incorporated into weekly CCC meetings and held with individuals on an as needed basis.  <b>Artifacts/Evidence:</b> walkthrough data, meeting agendas and minutes, professional learning attendance sheets	<b>Math Academic Coach</b>  Teachers
Teachers in K-5 will receive training on the CCSD's math initiatives.	District Title I	July 2021	<b>Implementation:</b> The CCSD will conduct professional learnings on District math initiatives. Then, the Math Academic Coach will conduct monthly focused walkthroughs to monitor implementation of the professional learning focus.  <b>Artifacts/Evidence:</b> meeting agendas and minutes, professional learning attendance sheets, walkthrough data	<b>District Personnel</b>  <b>Math Title I Academic Coaches</b>  Math Academic Coach
Attend professional conferences (e.g. ESEA, NCTM, Model Schools, etc.) and redeliver strategies to staff.	Title I	August 2021	<b>Implementation:</b> The Math Academic Coaches and other staff will attend professional conferences and redeliver strategies to staff during CCC meetings.  <b>Artifacts/Evidence:</b> conference attendance records, redelivery presentations, rosters/agendas/minutes from redelivery	<b>Attendees</b>  <b>Academic Coaches</b>
Provide professional learning for staff on the use of Dreambox Learning to support math instruction.	District Title I	July 2021	<b>Implementation:</b> District Personnel and/or the Math Academic Coach will provide professional learning for Dreambox Learning. The Math Academic Coach and grade-level Administration will monitor usage by looking at student usage and progress reports periodically.  <b>Artifacts/Evidence:</b> meeting agendas and minutes, professional learning attendance sheets	<b>District Personnel</b>  Math Academic Coach  Grade-level Administration



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

Provide quarterly release time to collaboratively plan for balanced math implementation and the integration of social studies and science.	Title I  Local School Funds	August 2021	<b>Implementation:</b> Administration will schedule quarterly release time for each grade level to collaborate with the Academic Coaches to produce curriculum maps. Completed curriculum maps will be shared with grade-level Administrators.  <b>Artifacts/Evidence:</b> attendance sheet, agendas, completed curriculum maps, meeting minutes	<b>Administration</b>  Academic Coaches
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### SUPPORTIVE LEARNING ENVIRONMENT

<b>GOAL #2</b>	Our goal is for the percentage of Kindergarten – 5 <sup>th</sup> grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2021 to May 2022.			
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>
Provide instructional time in the classroom for students to utilize Dreambox Learning and FASTT Math.	District  Title I	August 2021	<b>Implementation:</b> Administration and the Math Academic Coach will conduct monthly walkthroughs to ensure math rotations are occurring and give students access to digital math supports.  <b>Impact:</b> Classroom Teachers and the Math Academic Coach will monitor program usage and student performance on digital platforms at least once per month.  <b>Artifacts/Evidence:</b> teacher schedules, data from digital platform dashboards, lesson plans	<b>Grade-level Administration</b>  <b>Math Academic Coach</b>  Teachers
Provide awards to students recognizing math growth or above grade level performance based on formative assessments and benchmarks (weekly, monthly, or quarterly).			<b>Implementation:</b> Administration and the Math Academic Coach will work with teachers to determine rewards for recognition. Rewards will be distributed in accordance with testing calendars (at least quarterly for FASTT Math and two times per year for MI).  <b>Impact:</b> Students will be intrinsically motivated to increase their performance due to the rewards being offered.  <b>Artifacts/Evidence:</b> roster of students awarded, social media and/or website post celebrating students, students celebrated in the monthly newsletter authored by the Parent Facilitator	<b>Administration</b>  <b>Math Academic Coach</b>  Teachers  Math Lab Teacher
Math tutoring with a certified teacher will be offered to support students with math deficits.	Title I  Local School Funds  20 Day Funds	August 2021	<b>Implementation:</b> Administration will allocate funds and employ tutors to support identified students that are performing below grade-level in reading. Administration will conduct walkthroughs and/or observations of tutors.  <b>Impact:</b> Students will increase their independent reading levels as well as RI scores. This will be monitored through bi-weekly running records as well	<b>Administration</b>  Tutors





## TITLE I

ASSESS. ACHIEVE. SUCCEED.

			as RI data (collected 3x per year). Administration will review the evidence to determine effectiveness.  <b>Artifacts/Evidence:</b> running records, RI data, walkthrough/observational data	
Continue Cobb Collaborative Community (CCC) meetings to address student performance at all levels of learning. Teams focus on data to inform instruction, extension, and acceleration.	N/A	August 2021	<b>Implementation:</b> CCCs will meet weekly to address student performance at all levels of learning and determine next steps of instruction, extension, and acceleration. Administration and/or grade-level administration will attend CCCs or review minutes to monitor the effectiveness of the CCCs.  <b>Impact:</b> Grade levels will discuss student performance during CCCs by reviewing assessment data and discussing next steps and strategies focusing on the 4 CCC questions.  <b>Artifacts/Evidence:</b> CCC minutes, student data	<b>CCC Facilitator</b>  <b>CCC Data Analyst</b>  CCC Timekeeper  CCC Recorder  Grade-level teams (including support staff)  Administration  Academic Coaches
Continued use of a teacher to provide/support math instruction for all students during the Math Lab specials rotation.	District Title I	July 2021	<b>Implementation:</b> The Principal will allocate a teacher to run a Math Lab which will be a part of the daily specials' rotation. Administration and the Math Academic Coach will conduct monthly walkthroughs to observe math instruction.  <b>Impact:</b> The Math Lab teacher will look at data (e.g. MI, Touchstone, etc.) quarterly with the Math Academic Coach to determine areas of support and monitor student progress.  <b>Artifacts/Evidence:</b> MI data, Touchstone data, walkthroughs/observations	<b>Principal</b>  <b>Math Lab Teacher</b>  Math Academic Coach



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

FAMILY AND COMMUNITY ENGAGEMENT					
<b>GOAL #2</b>	Our goal is for the percentage of Kindergarten – 5 <sup>th</sup> grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2021 to May 2022.				
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>	
The Literatura bilingual family literacy program will be implemented four times per year. It will include grade-level specific math and science activities/strategies to use at home to support grade-level standards.	Title I  Partner In Education	October 2021	<b>Implementation:</b> Quarterly Literatura programs will be held where the Parent Facilitator, Academic Coaches and Administration will monitor attendance rosters.  <b>Artifacts/Evidence:</b> attendance rosters, parent survey to determine impact conducted by the Parent Facilitator	<b>Parent Facilitator</b>  <b>Academic Coaches</b>  Administration  Teachers	
Conduct bilingual events that encourage parent participation and support of the education program (Meet and Greet, Open House, Career Day, Resource Room Open House, Literatura, etc.). This will include providing parent workshops twice a year to review math standards, strategies, technology supports, and study habits.	Title I  Local School Funds	August 2021	<b>Implementation:</b> Bilingual events will be held throughout the year to encourage parents' participation and support of the education program. The Parent Facilitator will create flyers to advertise the events and monitor attendance rosters to gauge family participation.  <b>Artifacts/Evidence:</b> attendance rosters, parent survey to determine impact conducted by the Parent Facilitator	<b>Parent Facilitator</b>  Academic Coaches  Administration  Teachers	
Provide parents with a monthly newsletter for curriculum initiatives, volunteer opportunities and student resources.	Title I	August 2021	<b>Implementation:</b> The Parent Facilitator will create a bilingual monthly newsletter for families to build home-school communication. The newsletter will be distributed via CTLS and Administration will pull reports to gauge how many families are reading the newsletters.  <b>Artifacts/Evidence:</b> monthly newsletters created by the Parent Facilitator	<b>Parent Facilitator</b>  Academic Coaches  Administration	
Provide families with grade-level family engagement policy and grade-level compacts.	Title I	August 2021	<b>Implementation:</b> Grade-level family engagement policy and grade-level compacts will be updated by the Academic Coaches and distributed by the Parent Facilitator at the beginning of the school year. In addition, they will be posted on Birney's website on the Title I page. Administration will monitor to determine completion of this Title I requirement.  <b>Artifacts/Evidence:</b> grade-level family engagement policy and grade-level compacts posted on the Title I page of Birney's website	<b>Parent Facilitator</b>  <b>Academic Coaches</b>  Administration	



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

Teachers will share data information with parents as well as login information for home use of programs.	N/A	August 2021	<b>Implementation:</b> Teachers will create login information sheets which they will share with families so students can login to digital platforms from home. These sheets will be sent home at the beginning of the school year and as needed throughout the school year. Teachers will monitor by ensuring all student received the proper login information for home use of programs.  <b>Artifacts/Evidence:</b> login information sheets	<b>Teachers</b>
Continue to keep the school's website and social media updated. In addition, utilize CTLS Parent to communicate with families.	N/A	July 2021	<b>Implementation:</b> The website and social media will be kept up to date throughout the school year by those designated by the Principal. CTLS Parent will be utilized by Administration, Teachers, and the Parent Facilitator to communicate with families throughout the year. Administration and the Academic Coaches will continually monitor these platforms in order to ensure families are receiving communication in a timely manner.  <b>Artifacts/Evidence:</b> CTLS sent reports, website publish dates, social media feeds	<b>Academic Coaches</b> <b>Administration</b> <b>Teachers</b> <b>Parent Facilitator</b>



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

STUDENT GROUPS					
Goal #2	Our goal is for the percentage of Kindergarten – 5 <sup>th</sup> grade students performing at proficient or higher on the Math Inventory to increase by 10% at each grade level from August 2021 to May 2022.				
Action Step(s)		Possible Funding Source(s)	Start Date	● Method for Monitoring Implementation/Impact ● Artifacts/Evidence to verify implementation	● Lead (bold) ● Support
Economically Disadvantaged	Provide opportunities and resources to assist students with experiencing balanced literacy.	Title I	July 2021	<b>Implementation/Impact:</b> Academic Coaches and Administration will conduct monthly walkthroughs to determine if balanced literacy instruction is occurring and that the proper materials are being provided and used. In addition, the counselors and parent facilitator work together to coordinate food distribution events monthly as well as provision school supplies at the beginning of the school year.  <b>Artifacts/Evidence:</b> walkthrough data, roster of families who register and receive food support, food distribution schedule, lesson plans	School Counselors
	Work in conjunction with MUST Ministries to provide a food pantry for families in need.	Partners In Education			Classroom Teachers
	School supplies, backpacks and 2 sets of school uniforms will be provided for students on an as needed basis.				Administration Partners In Education Parent Facilitator Academic Coaches
English Learners	Provide protected time for ESOL teachers and general education teachers to collaborate and address strengths and weaknesses.	Title I	July 2021	<b>Implementation/Impact:</b> ESOL Teachers will meet with classroom teachers to review ACCESS scores and the WIDA Can Do Descriptors at the beginning of the year so that classroom teachers know what supports and differentiation is needed to meet the needs of their ELLs. ESOL Teachers and Administration will monitor the implementation of differentiated instruction on an ongoing basis.  <b>Artifacts/Evidence:</b> meeting agendas and minutes, home-school communication, lesson plans	Administration
	Provide home-school communication in students' first language and interpreters at meetings as needed.				ESOL Teachers Parent Facilitator Classroom Teachers
Race / Ethnicity	Analyze data by student groups and address trends.	Title I	August 2021	<b>Implementation/Impact:</b> CCC team members will meet and review data at least once per month. Administration will monitor the report cards and progress reports quarterly.  <b>Artifacts/Evidence:</b> books available for checkout in the Media Center, CTLS data, MI data, Dreambox Learning and other digital platform data, progress reports, report cards, conferencing forms	Administration
	Provide timely feedback to parents/guardians about student progress.				Teachers Academic Coaches Media Specialist
Foster and Homeless	Counselors and Social Workers will implement small groups that address individual student needs.	Title I	August 2, 2021	<b>Implementation/Impact:</b> Administrators will periodically monitor the counselor's schedules to ensure time is being allocated to meet with small groups and address individual student's needs. School Counselors will contact the Homeless Education Program and/or social workers on an as needed basis.  <b>Artifacts/Evidence:</b> School Counselors' schedules, counselor contact logs	School Counselors
	Contact the Homeless Education Program to provide needed resources.				Social Workers Administration



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

	Collaborate with the local school social worker and homeless department to maintain ongoing communication with the families and to ensure students remain at their school of origin.				
<b>Migrant</b>	Collaborate with International Welcome Center (IWC) to identify any migrant students and provide support to students and families as needed.	Title I Title III	August 2021	<b>Implementation/Impact:</b> The Parent Facilitator will contact the IWC on an as needed basis to address needs as they arise.  <b>Artifacts/Evidence:</b> IWC requests	<b>Parent Facilitator</b>  Administration  School Counselors
<b>Students with Disabilities</b>	Special Education teachers will consistently collaborate with their co-teachers to ensure students' math instructional needs are being addressed.  Special Education Case Managers will meet with families at minimum of once a school year to provide learning progress on IEP Goals and to provide strategies for academic success.	Title I District Funds	July 2021	<b>Implementation/Impact:</b> The SSA will do periodic walkthroughs to ensure that collaboration is occurring between Special Education Teachers and their Co-teachers as well as look for differentiated instruction and any supports that may be needed.  <b>Artifacts/Evidence:</b> data collected on goals and objectives, IEP minutes	<b>School Support Administrator (SSA)</b>  <b>Special Education Teachers/Case Managers</b>  Co-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 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.

**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.



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

**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)

(Local School)

At Birney Elementary we provide support for teachers with three years and less experience as well as those new to Birney in a program called Birney U (Birney University) that meets monthly. 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 and procedural routines, best practices, and classroom set up.

Every week teachers will meet with the ELA Academic Coach to focus on writing conferencing using the architecture of Carl Anderson, incorporating mentor texts into writing conferences, and differentiated professional learning to address areas of need when implementing Next Step Forward in Guided Reading Assessments as well as planning templates during small group instruction. Teachers will meet with the Math Academic Coach bi-weekly to unpack math standards, learn more about using Number Talks to develop fact fluency, receive professional learning on concrete, representational and abstract ways to teach the standards, and work with math manipulatives so that teachers incorporate them more into their instruction.

Each quarter every grade level will receive release time where they will collaborate with one another and the Academic Coaches to plan for balanced literacy and math instruction as well as the integration of science and social studies. Curriculum maps (pacing guides) will be created during these collaboration times.



## TITLE I

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In addition, we receive support from Title 1 and district level coaches for professional learning and more.

**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 Birney Elementary School 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 Birney Elementary School 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.





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**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.)**

(Local School)

Birney Elementary School will use Title I funds for the 2021-22 school year in a variety of ways. We have two academic coaches serving our school, one which will be designated to support K-5 ELA and one which will support K-5 math. The academic coaches will provide professional development for our teachers in all content areas, with a specific emphasis on instructional best practices within reading, writing and math. We will also use funds for a full-time classified parent facilitator who specializes in family outreach initiatives focused on supporting and providing resources to supplement learning at home, specifically in reading and math.

In Literacy, we have chosen to implement the following instructional practices to address achievement:

- **Personnel:** 1 ELA Academic Coach & 1 Parent Facilitator
- **Programs:** Benchmark Phonics, Read 180/System 44, Lexia, Nearpod, Seesaw, ESGI
- **Professional Learning:** Team Collaborative Planning and professional learning utilizing the following resources:
  - The Next Step Forward in Guided Reading by Jan Richardson
  - The Next Step Forward in Word Study and Phonics by Jan Richardson
  - A Teacher's Guide to Writing Conferences by Carl Anderson
  - Road To The Code by Benita Blachman
- **Delivery Model:** CCSD Balanced Literacy Instructional Model focused on small group guided reading and writing conferences.
- **Families:** The Parent Facilitator will be available throughout the week to welcome and support families in the Parent Resource Center where there are materials for families



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to check out. In addition, the Parent Facilitator will host workshops to support parents as well as assist with the Literatura Bilingual Family Literacy Program.

- **Summer Camps:** Kindergarten Camp (rising Kindergarteners), ELA Camp (rising 1<sup>st</sup>-5<sup>th</sup> graders)

In Math, we have chosen to implement the following instructional practices to address achievement:

- **Personnel:** 1 Math Academic Coach & 1 Parent Facilitator
- **Programs:** DreamBox Learning, Number Talks, Nearpod, Seesaw, ESGI
- **Professional Learning:** Team Collaborative Planning and professional learning on the following:
  - Math Workshop opening
  - Number Talks
  - Concrete, Representational, and Abstract teaching of math concepts
  - Using Dreambox Learning to differentiate instruction
  - Using math manipulatives to support teaching and learning
- **Delivery Model:** CCSD Balanced Math Instructional Model focused on the Math Workshop opening and the use of manipulatives to support teaching and learning.
- **Families:** The Parent Facilitator will be available throughout the week to welcome and support families in the Parent Resource Center where there are materials for families to check out. In addition, the Parent Facilitator will host workshops to support parents as well as assist with the Literatura Bilingual Family Literacy Program.
- **Summer Camps:** Kindergarten Camp (rising Kindergarteners), Math Camp (rising 1<sup>st</sup>-5<sup>th</sup> graders)

The Birney Behavior Team developed a positive, school-wide behavior management plan which includes common language, simple common rules for common areas, lesson plans for expected behaviors, a morning meeting framework, and a classroom/office discipline referral flow-chart. The counselors use the "Second Step" social/emotional program to teach classroom and small group lessons and share the home/school connections with parents after each lesson to continue discussions at home.



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**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)."

Currently, we do not have any students residing in local institutions for neglected or delinquent children.



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ASSESS. ACHIEVE. SUCCEED.

**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)]**

(Local School)

Due to COVID-19, behavior data was minimal which could be due to our simultaneous virtual and face-to-face learning model.

We use the following interventions to limit and reduce the amount of disciplinary practices which remove students from their classroom environment:

We developed and use a behavior program that focuses on the Birney Big Three: Be Respectful, Be Responsible, and Be Kind. The plan focuses on common language throughout each classroom and rules for common areas (cafeteria, hallway, bus, bathroom, and playground). Each teacher participates in professional learning on the behavior flow-chart, which defines teacher managed versus administrator managed behaviors and positive strategies for teachers to use in the classroom. We provided lessons to teach the Birney Big Three and rules for the common areas.

- Daily Morning Meetings begin the day in each classroom. Morning Meetings build classroom community and create a positive climate that promotes respect. This is a safe place for students to express concerns, feelings, and learn to solve problems in a socially acceptable way. This is a place for students to recognize and appreciate each other's cultural, religious, and other differences. Teamwork activities are also a part of the Morning Meeting process and students learn to work together effectively for a common goal.
- Teachers greet students in the morning, as the research states that it supports the development of positive relationships and student engagement in the classroom.
- Teachers participate in professional learning to gain strategies to respond effectively to serious or persistent behavior problems and address the needs of students who are chronically disruptive, inappropriate, or violent. Conferences support partnerships as families and teachers work together to create a positive behavior plan so students can feel successful and remain available for learning in the classroom.

ALL teachers and staff practice motivating students through self-management strategies, providing positive role models, and building healthy relationships.



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### 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

(Local School)

We are a part of the CCSD K-2 Early Literacy Framework. Students in kindergarten receive thirty minutes a day of direct phonics instruction. Included in this phonics instruction is phonological awareness, phonemic awareness, letter discrimination, letter identification, and letter sound/symbol relationships. This direct instruction, small group instruction, and independent practice aid the development of skills that transfer to early reading and writing.

Local Pre-K childcare facilities are invited in for a special kindergarten orientation and a visit to kindergarten classrooms.

Our Parent Liaison, Mrs. Genao, invites local families with upcoming kindergarten students into the building for a workshop to discuss kindergarten preparation skills. Families participate in make-and-take activities they can use with their pre-kindergarten students at home to prepare them for formal learning at school.

When students come into school to be screened for EIP (Early Intervention Program) services they will receive a supply bag that provides home learning activities to help support kindergarten readiness.

We also host a summer Kindergarten Camp for one week prior to the beginning of the school year. Incoming kindergarten students participate, get to know the school and teachers, preview the kindergarten curriculum, and meet their classmates. This will help prepare students new to the grade level with a preview of literacy and math learning and beginning of the year assessments.

Students transitioning from grade 5 to grade 6 visit their local middle school. The fifth-grade counselor provides lessons to grade 5 classes on study skills, transitioning between classes, opening a locker, etc. The local middle school also hosts an upcoming grade 6 night for students and parents.



**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.

(Local School)

**Maintaining an Accurate Title I Inventory at Birney Elementary School**

All electronic devices purchased from Title I funds are collected in the school media center and inventoried at the end of each school year. At the beginning of the school year the Media Specialist confirms the location of each item on the Title I equipment master spreadsheet. Based on records supplied by the School Bookkeeper, the Media Specialist adds new items that have been purchased with Title I funds to the Title I equipment master spreadsheet. 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 Title I equipment master spreadsheet. This process helps our school maintain an accurate master list of the current Title I inventory of electronic devices.

**Technology Checkout Procedures and Policies**

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 Office365 and in print form in a notebook stored in the Media Specialists' Office.

**Laptop Computers**

Laptop Carts are housed in the grade-level team leader's classroom. Laptops on the cart are assigned to each teacher in a grade-level. Each teacher pulls the laptops off the cart in the morning so they can be used throughout the day in their classroom. At the end of each day, all teachers put their assigned laptops back on the cart in their team leader's classroom. The team



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leader who is housing the cart accounts for the return of each laptop at the end of the day. The laptop cart is then locked and secured.

### iPads

iPad carts are housed in each grade-level team leader's classroom. Several iPads on the cart are assigned to each teacher in a grade-level. Each teacher pulls the iPads off the cart in the morning so they can be used throughout the day in their classroom. At the end of each day, all teachers put their assigned iPads back on the iPad cart in their team leader's classroom. The team leader who is housing the iPad cart accounts for the return of each iPad at the end of the day. The iPad cart is then locked and secured.

### Non-consumable Title I Supplies (Other Than Technology)

Books and other instructional resources purchased with Title I funds are inventoried and labeled by the Academic Coaches prior to being distributed to teachers. After distribution, these supplies or resources are inventoried annually by teachers. The Academic Coaches provide a Title I inventory list to teachers who complete it and return it to the Academic Coaches at the end of each school year.

## ADDITIONAL RESPONSES

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

Explain 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

**Commented [NH3]:** Please answer the additional State question.

**Commented [ES4R3]:**

**Commented [ES5R3]:** @Natalie Hutchins, We were getting ready to post on the website and noticed a couple of questions. Can you help us understand how to answer this question? Maybe a sample response from another school? Thank you!

**Commented [ES6R3]:**