



Approved Copy

8/25/2021

School Improvement Plan 2021-2022 Action Plan



SCHOOL NAME: **Russell Elementary School**

Date Submitted: June 22, 2021

Date(s) Revised: July 9, 2021



TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM

GOAL #1 **The percentage of students scoring proficient on the Spring Math Inventory (MI) will increase by 5 % due to a focus on math fluency and the implementation of MFI (K-3) and Number Talks (4-5) with fidelity.**

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Continue the implementation of county Math Fluency Initiative (MFI) in Grades K-3 with a focus on math fluency and accountable talk	Title I Local School Funds	August 2021	<p>Implementation: Administration and Academic Coach will monitor the implementation of MFI by utilizing the master schedule with classroom observations (weekly)</p> <p>Impact: Grade level teams will discuss and analyze the impact of MFI data in their CCC meetings (frequency will vary depending on county MFI assessment dates)</p> <p>Artifacts/Evidence: MFI Assessment Reports, CCC Meeting Minutes</p>	<p>Academic Coach</p> <p>Principal</p> <p>Grade Level Leads</p>
Continue the implementation of Number Talks in grades 4-5 with a focus on math fluency and accountable talk	Title I Local School Funds	August 2021	<p>Implementation: Administration and Academic Coach will monitor the implementation of Number Talks by utilizing the master schedule with classroom observations (Weekly)</p> <p>Impact: Grade level teams will share Number Talks strategies in their CCC's and discuss the impact on math fluency (weekly)</p> <p>Artifacts/Evidence: Grade-level CCC's meeting minutes, Classroom Walkthrough Checklist</p>	<p>Academic Coach</p> <p>Principal</p> <p>Grade Level Leads</p>
Utilize math manipulatives (eg. dice, whiteboards, dominoes, containers, magnetic numbers, cards, and etc.) resources to support math fluency	Title Local School Funds	August 2021	<p>Implementation: Administration will review lesson plans for the utilization of math manipulatives (specific to grade level standards and lesson) - Weekly</p> <p>Impact: Grade level teams will discuss the impact of utilizing math manipulatives on math fluency in their CCC's meetings (weekly)</p> <p>Artifacts/Evidence: Lesson Plans, Grade-level CCC meeting minutes</p>	<p>Academic Coach</p> <p>Principal</p> <p>Grade Level Teachers</p>
Purchase laptops to support use of XtraMath, MFI, and MI	Title I Funds	October 2021	<p>Implementation: Administration will monitor the purchase of laptops on the Title I Budget spreadsheet (semi-annually)</p> <p>Impact: Teachers will utilize the data collected through MFI/MI/XtraMath Assessments to review, analyze, and discuss the impact of student math fluency progression (varies depending on assessment dates) in grade level CCC Meetings</p> <p>Artifacts/Evidence: XtraMath/MFI/MI Reports, Grade-level CCC meeting minutes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>



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Provide protected time in the school day to preview, remediate and enrich students		August 16	Implementation: Administration will monitor through a master schedule that includes a protected time for remediation and enrichment (weekly) in classroom observations Impact: Guided Coalition will discuss the impact of the protective time in Guided Coalition meetings (monthly) Artifacts/Evidence: Guided-Coalition Meeting Minutes	Principal Assistant Principal
Provide teachers with math fluency resources to develop math fluency	Title 1 Local School Funds	August 2021	Implementation: Administration and academic coach will monitor through grade-level lesson plans and classroom walkthrough checklist (monthly) Impact: Grade level teams will discuss the impact of the resources and share strategies on utilization of the resources (depending on the resources associated with grade-level standards) in grade level CCC meetings Artifacts/Evidence: Grade-level CCC meetings, Classroom Observation Checklist	Principal Assistant Principal Academic Coach



TITLE I

ASSESS. ACHIEVE. SUCCEED.

EFFECTIVE LEADERSHIP				
GOAL #1	The percentage of students scoring proficient on the Spring Math Inventory (MI) will increase by 5 % due to a focus on math fluency and the implementation of MFI (K-3) and Number Talks (4-5) with fidelity.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Hire Academic Coach	Title I	July 2021	<p>Implementation: Administration will hire an academic coach with the collaboration of Russell's guided coalition (annually)</p> <p>Impact: Administration and academic coach will meet to discuss the implementation and progress of the school improvement goals and next steps (weekly) Administration meetings</p> <p>Artifacts/Evidence: Weekly meeting notes, Coaching log/notebook, Administration meeting minutes</p>	Principal
Continue to communicate and monitor clear grade-level expectations for Number Talks and MFI		July 2021	<p>Implementation: Administration and academic coach will communicate the expectation during preplanning, faculty meetings and professional development training (monthly)</p> <p>Impact: Administration and academic coach will discuss the impact of MFI and Number Talks expectations and review MFI and Number Talks data (monthly) in faculty meetings</p> <p>Artifacts/Evidence: Administration meeting minutes, Faculty meeting agenda, Professional Development agenda</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>
Continue to utilize CTLS Teach to implement high quality math instruction that includes the use of math fluency, Number Talks, and MFI		July 2021	<p>Implementation: Administration and academic coach will review lessons plans for notations of CTLS Teach lessons (weekly)</p> <p>Impact: Administration and academic coach will discuss the impact of MFI and Number Talks expectations and review MFI and Number Talks data (monthly) in faculty meetings</p> <p>Artifacts/Evidence: Classroom Lesson Plans, Classroom Walkthrough Checklist</p>	<p>Academic Coach</p> <p>Principal</p> <p>Assistant Principal</p>
Select a grade-level math representative to lead discussions on math data in CCCs		July 2021	<p>Implementation: Administration will collaborate with grade-level teams to determine math grade-level representative (annually)</p> <p>Impact: Administration and grade-level representatives will discuss the impact of math data associated with math fluency (monthly) in grade level representative meetings</p>	<p>Academic Coach</p> <p>Grade-level math representative</p>



TITLE I

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			Artifacts/Evidence: Administration and grade-level representative meeting minutes	
Provide grade-level math representative with training on how to lead data discussions that foster defining results, supporting expectations, providing constructive feedback, and holding team members accountable	Title I Local School Funds	July 2021	<p>Implementation: Administration and academic coach will provide training for grade level representatives (monthly)</p> <p>Impact: Administration and grade-level representatives will discuss and reflect on the implementation of the training and next steps in grade-level representative meetings (monthly)</p> <p>Artifacts/Evidence: Training Agenda, Administration and grade-level representative meeting minutes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

PROFESSIONAL CAPACITY

GOAL #1 **The percentage of students scoring proficient on the Spring Math Inventory (MI) will increase by 5 % due to a focus on math fluency and the implementation of MFI (K-3) and Number Talks (4-5) with fidelity.**

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Provide professional development vertical alignment with fidelity	Title I Funds Local School Funds	August 2021	<p>Implementation: Administration will create a schedule and monitor by attending vertical alignment meetings (quarterly)</p> <p>Impact: Administration, academic coach, and classroom teachers will discuss the impact of vertical alignment and how vertical alignment can support math fluency in their grade-level vertical alignment meetings (quarterly)</p> <p>Artifacts/Evidence: Vertical Alignment Training Agenda, Vertical Alignment Meeting Minutes</p>	<p>Academic Coach</p> <p>Principal</p> <p>Assistant Principal</p>
Provide differentiated opportunities for staff members to attend local and district professional development training to support initiatives (ESEA Conference, Georgia Council of Teachers of Mathematics (GCTM))	Title I Funds Local School Funds	ESEA Conference 2/16-2/19 (New Orleans) GCTM 9/22-9/25 (Atlanta)	<p>Implementation: Administration will register staff for conferences and monitor through Title I expenditure spreadsheet (annually – dates vary)</p> <p>Impact: Participants of the conference will share strategies learned from the conference with teachers associated with math fluency in faculty meetings (faculty meeting after conferences)</p> <p>Artifacts/Evidence: Conference booklet, Staff Meeting Agenda. Russell’s Professional Development Conference Newsletter</p>	<p>Principal</p>
Create a video library of teachers providing successful implementation of Number Talks and County Math Fluency Initiative (MFI)		August 2021	<p>Implementation: Academic coach and ESOL lead will record teachers teaching Number Talks and MFI and monitor the Russell’s TEAMS where videos are housed (monthly)</p> <p>Impact: Grade levels will discuss the impact and reflect on the videos in faculty meetings (monthly)</p> <p>Artifacts/Evidence: Video Library, Grade-Level CCC Meeting Minutes</p>	<p>Academic Coach</p> <p>ESOL Lead</p>
Continue to meet weekly in grade-level Cobb Collaborative Communities (CCC) to discuss and analyze math fact fluency with Number Talks and MFI diagnostic assessments		August 2021	<p>Implementation: Administration and academic coach will monitor grade-level CCC Meeting Minutes (weekly)</p> <p>Impact: Grade level teams will review and discuss the impact of Number Talks and MFI data associated with math fluency in their grade level CCC meetings (weekly)</p> <p>Artifacts/Evidence: CCC Team Meeting Minutes, MFI Data</p>	<p>Academic Coach</p> <p>Math Grade-level Representative</p>



TITLE I

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SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1 **The percentage of students scoring proficient on the Spring Math Inventory (MI) will increase by 5 % due to a focus on math fluency and the implementation of MFI (K-3) and Number Talks (4-5) with fidelity.**

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Providing morning tutoring (6:30 – 7:15) and Saturday tutoring to support students with math fluency	Title I Funds Local School Funds	October 2021	<p>Implementation: Administration and academic coach will monitor student sign-in sheets and tutoring observations (weekly)</p> <p>Impact: Administration and academic coach will review and discuss the impact of tutoring through pre-test, mid-year, and post-test data (three times a year) in Administration meetings</p> <p>Artifacts/Evidence: Pre-test/Mid-year/Post-test Data, Administration meeting minutes</p>	<p>Academic Coach</p> <p>Principal</p> <p>Assistant Principal</p>
Provide professional development for IKAN/Gloss to support RTI students		July 2021	<p>Implementation: Administration will monitor professional development (annually and as needed) by observation professional development training</p> <p>Impact: RTI Lead and grade-level teams will discuss the impact of IKAN/Gloss on RTI students (annually and as needed) in their grade level CCC RTI meetings</p> <p>Artifacts/Evidence: Professional Development Sign-in Sheet, Professional Development Agenda</p>	<p>Academic Coach</p> <p>RTI Lead</p>
Utilize the IKAN/Gloss to support RTI students with math fact fluency to assist teachers in determining student’s math fluency levels	Local School Funds	August 16	<p>Implementation: RTI Lead Teacher will monitor Russell’s RTI Spreadsheet and CSIS (bi-weekly)</p> <p>Impact: RTI Lead Teacher, Academic Coach and grade level teams will discuss the impact of IKAN/Gloss to support RTI Level 2 & 3 students in grade level CCC RTI meetings (monthly)</p> <p>Artifacts/Evidence: Russell’s RTI Spreadsheet, CSIS, Grade level CCC meeting minutes</p>	<p>RTI Lead Teacher</p> <p>Academic Coach</p>



FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	The percentage of students scoring proficient on the Spring Math Inventory (MI) will increase by 5 % due to a focus on math fluency and the implementation of MFI (K-3) and Number Talks (4-5) with fidelity.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Provide parents with grade level math vocabulary words	Title I Funds Local School Funds	August 2021	<p>Implementation: Administration and academic coach will monitor grade-level parent meetings (every nine weeks) and discuss in Administration meetings (every nine weeks)</p> <p>Artifacts/Evidence: Grade-level Parent Meeting Agendas, Grade-level Math Vocabulary Strategy Newsletter, Administration meeting minutes</p>	<p>Parent Liaison</p> <p>Grade Level Teachers</p>
Use various methods of communication to keep families/community informed, involved and aware of happenings at Russell to include families with School Policy and School-Parent Compact Forms to support	Title I Funds Local School Funds	August 2021	<p>Implementation: Administration will monitor the distribution of the School Policy and School-Parent Compact in CTLSParent (annually) and discuss in Guided Coalition meetings (monthly)</p> <p>Artifacts/Evidence: School Policy and School Parent Compact, CTLS Parent Posts, Guided Coalition Meeting Minutes</p>	<p>Principal</p> <p>Parent Liaison</p> <p>Grade Level Teachers</p>
Hire a Parent Facilitator to work with teachers, administrators, and parents to coordinate and advocate for family involvement to support student learning with math fluency	Title I	July 2021	<p>Implementation: Administration will hire a parent facilitator (annually) and discuss the impact in Guided Coalition Meetings</p> <p>Artifacts/Evidence: Parent Facilitator Log, Guided Coalition Meeting minutes</p>	<p>Principal</p>
Provide opportunities for parents, students, and the community to participate collaboratively in school decisions (Principal Advisory Council (PAC), PTA, Title I Parent Meetings)		September 2021	<p>Implementation: Administration will monitor PAC, PTA, Title I Parent Meetings, Student Council meeting minutes (depending on meeting dates) and discuss the impact in Guided Coalition Meetings</p> <p>Artifacts/Evidence: PAC Meeting Minutes, PTA Meeting Minutes, Title I Parent Meeting Agenda, Student Council Meeting Minutes, Guided Coalition Meeting Minutes</p>	<p>Principal</p> <p>Assistant Principal</p>
Provide workshops, PIES Nights for families to preview math fluency standards along with resources to support learning at home	Title I Funds Local School Funds	October 2021	<p>Implementation: Administration and academic coach will monitor PIES Nights through observation (3 times a year) and discuss the impact in faculty meetings</p> <p>Artifacts/Evidence: Parent Sign-In Sheets, PIES Night Agenda, Faculty Meeting Agenda</p>	<p>Academic Coach</p> <p>Grade Level Teaches</p>



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STUDENT GROUPS					
Goal #1	The percentage of students scoring proficient on the Spring Math Inventory (MI) will increase by 5 % due to a focus on math fluency and the implementation of MFI (K-3) and Number Talks (4-5) with fidelity.				
	Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation/Impact • Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> • Lead (bold) • Support
Economically Disadvantaged	Provide flexible small group tutoring for targeted students to address math deficits		August 2021	Implementation/Impact: Administration and academic coach will monitor grade-level small group instruction through classroom observation checklist (weekly) and discuss the impact of flexible small group in faculty meeting (monthly) Artifacts/Evidence: Classroom Walkthrough Checklist, Classroom Lesson Plans	Principal Assistant Principal
English Learners	Provide a math graphic organizer to support students with the understanding of math vocabulary words	Title I Funds Local School Funds	August 2021	Implementation/Impact: ESOL lead and Academic Coach will monitor classroom lesson plans, and classroom walkthrough checklist (monthly). ESOL lead and academic coach will discuss the impact of math graphic organizers in faculty meeting (monthly) Artifacts/Evidence: Classroom Lesson Plans, Classroom Walkthrough Checklist	ESOL Lead ESOL Teaches
Race / Ethnicity	Continue to monitor and analyze the progress of each student group using MFI/MI/CTLS Math Assessments and interventions.		August 2021	Implementation/Impact: Academic coach will monitor MFI/MI/CTLS Math Assessments for this student group (vary depending on assessment dates) and discuss and analyze the impact of instructional practices in faculty meetings (monthly) Artifacts/Evidence: Faculty Meeting Agenda	Academic Coach Principal Assistant Principal
Foster and Homeless	Teachers will collaborate with social workers, counselors, and Homeless Education Department to ensure student needs and wrap around services are provided		August 2021	Implementation/Impact: Counselors will monitor Social Worker Forms and Teacher Emails (as needed) and meet with individual teachers to discuss the impact of meeting students' needs in counselor meetings (quarterly) Artifacts/Evidence: Social Worker Form, Teacher Emails, Counselor Meeting Minutes	Counselor Social Worker Teachers
Migrant	ESOL lead teacher and parent facilitator will work with International Welcome Center to identify any migrant students and provide support to students and families as needed		August 2021	Implementation/Impact: ESOL Lead Teacher will monitor Migrant Student Form (as needed) and discuss the impact of collaboration with the Welcome Center to support Migrant families in counselor meetings (quarterly) Artifacts/Evidence: Migrant Student Form, Counselor Meeting Minutes	ESOL Lead Special Ed Lead
Students with Disabilities	Provide a math graphic organizer to support students with the understanding of math vocabulary words	Title I Funds Local School Funds	August 2021	Implementation/Impact: Special Education Lead will monitor classroom lesson plans and classroom observations checklist (monthly) and discuss the impact in Special Ed Meetings (monthly) Artifacts/Evidence: Classroom Lesson Plans, Classroom Observation Checklist	Special Ed Lead ESOL Lead



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COHERENT INSTRUCTIONAL SYSTEM

GOAL #2 The percentage of students scoring proficient on the Spring Foundational Reading Assessment (FRA) and Reading Inventory (RI) will increase by 5% due to a focus on reading fluency and the implementation of ELF (K-1) and Benchmark Literacy.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Implement instructional reading fluency strategies to support grade-level reading behaviors		August 2021	<p>Implementation: Administration and Academic Coach will monitor through classroom observations checklist (weekly)</p> <p>Impact: Grade level teams will discuss and analyze the impact of reading fluency strategies in their CCC meetings (monthly)</p> <p>Artifacts/Evidence: Classroom Observation Checklist</p>	<p>Principal</p> <p>Assistant Principal</p> <p>RTI Lead</p>
Utilize quick word books to increase sight word recognition/automaticity and as individual word wall	Title I Funds Local School Funds	August 2021	<p>Implementation: Administration will monitor through classroom observations checklist (weekly)</p> <p>Impact: Grade level teams will discuss the impact of utilizing quick-word books to increase sight word recognition and automaticity in their CCC meetings (monthly)</p> <p>Artifacts/Evidence: Classroom Observation Checklist; CCC Meeting Minutes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>RTI Lead</p>
Utilize choral read to build fluency, self-confidence and motivation in reading		August 2021	<p>Implementation: Administration will monitor through grade-level lesson plans and classroom observation checklist (weekly)</p> <p>Impact: Grade level teams will discuss the impact of choral reading to build fluency, self-confidence and motivation in reading in their CCC meetings (monthly)</p> <p>Artifacts/Evidence: Grade-level Lesson Plans; Classroom Observation Checklist</p>	<p>Principal</p> <p>Assistant Principal</p> <p>RTI Lead</p>
Principal Book of the Month	Title I Funds Local School Funds	August 2021	<p>Implementation: Administration and Academic Coach will monitor lesson plans (monthly)</p> <p>Impact: Principal and grade level teams will discuss the impact of the principal book of the month to cultivate a love for reading in faculty meetings (monthly)</p> <p>Artifacts/Evidence: Lesson Plans, Faculty Meeting Agenda</p>	<p>Academic Coach</p> <p>EIP Lead</p> <p>RTI Lead</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Purchase laptops to support use of ELF, RI, CTLS Reading/ELA Assessments	Title I Funds	October 2021	Implementation: Administration will purchase laptops (semi-annually) Impact: Teachers will utilize the data collected through ELF/RI/CTLS assessments to review, analyze, and discuss the impact on student reading fluency progression (varies depending on assessment dates) Artifacts/Evidence: ELF/RI/CTLS Assess Reports, Grade-level CCC meeting minutes	Principal Assistant Principal Academic Coach



TITLE I

ASSESS. ACHIEVE. SUCCEED.

EFFECTIVE LEADERSHIP				
GOAL #2	<p>The percentage of students scoring proficient on the Spring Foundational Reading Assessment (FRA) and Reading Inventory (RI) will increase by 5% due to a focus on reading fluency and the implementation of ELF (K-1) and Benchmark Literacy.</p>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Establish, maintain, and communicate a shared vision for fluency		July 2021	<p>Implementation: Administration and Academic Coach will monitor through communicating the information during preplanning, faculty meetings, and professional development training (monthly)</p> <p>Impact: Administration and Academic Coach will discuss the impact of a shared vision for fluency and next steps (monthly) in faculty meetings</p> <p>Artifacts/Evidence: Faculty Meeting Agenda</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>
Provide a master schedule and clear expectations to ensure fluency instructional initiatives and resources are implemented with fidelity (ie. quick word books, Early Literacy Framework (ELF), Benchmark Literacy)		July 2021	<p>Implementation: Administration and Academic Coach will monitor grade-level lesson plans and classroom observation checklist (weekly)</p> <p>Impact: Administration and Academic Coach will discuss resources and implementation expectations in faculty meetings (monthly)</p> <p>Artifacts/Evidence: Grade-level lesson plans, Classroom Observation Checklist</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>
Provide uninterrupted time for teachers to implement Cobb Collaborative Communities (CCC) with grade level leaders to support the implementation of instructional strategies supporting reading behaviors and fluency		August 2021	<p>Implementation: Administration and Academic Coach will monitor CCC Grade-level Meeting Minutes (bi-weekly) and through participation in CCC meetings</p> <p>Impact: Administration, academic coach, and teachers will discuss the impact of uninterrupted time for CCCs in faculty meetings (monthly)</p> <p>Artifacts/Evidence: Master Schedule; Grade Level CCC Meeting Minutes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p> <p>Teachers</p>
Develop and utilize a fluency behavior checklist and student conferences to provide feedback to students and support their fluency goals		July 2021	<p>Implementation: Administration and Academic Coach will monitor lesson plans and classroom observations checklist (weekly)</p> <p>Impact: Grade-level teachers will discuss the impact of the fluency behavior checklist and student conferences in their CCC meetings (monthly)</p> <p>Artifacts/Evidence: Fluency Behavior Checklist, Classroom Observation Checklist, Grade-level CCC Meeting Minutes</p>	<p>EIP Teachers</p> <p>RTI Lead</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

<p>Select a grade-level reading representative to lead discussions on Reading/ELA data in CCCs</p>		<p>July 2021</p>	<p>Implementation: Administration will collaborate with grade-level teams to determine math grade-level representative (annually)</p> <p>Impact: Administration and grade-level representatives will discuss the impact of math data associated with math fluency in grade-level representative meetings (monthly)</p> <p>Artifacts/Evidence: Administration and grade-level representative meeting minutes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Team Lead</p>
<p>Provide grade-level reading representative with training on how to lead data discussions that foster defining results, supporting expectations, providing constructive feedback, and holding team members accountable</p>	<p>Title I Local School Funds</p>	<p>July 2021</p>	<p>Implementation: Administration and academic coach will provide training for grade level representatives (monthly)</p> <p>Impact: Administration and grade-level representatives will discuss and reflect on the implementation of the training and next steps (monthly)</p> <p>Artifacts/Evidence: Training Agenda, Administration and grade-level representative meeting minutes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>



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ASSESS. ACHIEVE. SUCCEED.

PROFESSIONAL CAPACITY				
GOAL #2	The percentage of students scoring proficient on the Spring Foundational Reading Assessment (FRA) and Reading Inventory (RI) will increase by 5% due to a focus on reading fluency and the implementation of ELF (K-1) and Benchmark Literacy.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Provide job embedded professional learning and collaboration in CCCs to support teachers in the implementation of guided reading groups with a focus on reading fluency and reading behavior instructional strategies		August 2021	<p>Implementation: Administration will monitor by attending professional learning training and grade-level CCC's</p> <p>Impact: Administration, academic coach, and classroom teachers will discuss the impact of guided reading groups and reading behavior strategies in grade-level CCC meetings (monthly)</p> <p>Artifacts/Evidence: Professional Development Sign-in Sheets, Grade-level CCC Meeting Minutes</p>	<p>Academic Coach</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p>
Attend, National Reading Recovery Conference (NRRC), ESOL/WIDA Conference, Orthon Gillingham Conference & Teacher Training, and Solution Tree Conference to gain knowledge on research and evidence based best practices regarding reading and writing instruction including reading fluency and reading behaviors	Title I Funds Local School Funds	<p>NRRC (June)-?</p> <p>WIDA (Oct. 26-29)- Atlanta</p> <p>OG (April 1-2) - Atlanta</p> <p>OG Teacher Training (Nov. 12-13)-Online</p> <p>Solution Tree (Mar 14-16) - Atlanta</p>	<p>Implementation: Administration will register staff for conferences (annually - dates vary)</p> <p>Impact: Participants of the conference will share strategies learned from the conference with teachers associated with reading fluency and reading strategies (faculty meeting after conferences)</p> <p>Artifacts/Evidence: Conference booklet, Staff Meeting Agenda. Russell's Professional Development Conference Newsletter</p>	Principal
Create a video library of teachers modeling the implementation of fluency strategies and analyzing reading behaviors		September 2021	<p>Implementation: Academic coach and EIP lead will record teachers teaching reading fluency strategies and analyzing reading behaviors and monitor the Russell's TEAMS where videos are housed (monthly)</p> <p>Impact: Grade levels will discuss the impact and reflect on the videos during faculty meetings (monthly)</p> <p>Artifacts/Evidence: Video Library, Faculty Meeting Agenda</p>	<p>ESOL Lead</p> <p>Academic Coach</p> <p>EIP Teachers</p>



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ASSESS. ACHIEVE. SUCCEED.

Implement a book study to support teachers with reading fluency and reading behaviors		August 2021	Implementation: Administration and Academic Coach will monitor by facilitating book study meetings (monthly) Impact: Administration and teachers will discuss the impact of the book study on student's reading fluency progress and utilization of reading behaviors (monthly) Artifacts/Evidence: Book Study Syllabus	Principal Assistant Principal Academic Coach



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SUPPORTIVE LEARNING ENVIRONMENT

GOAL #2 **The percentage of students scoring proficient on the Spring Foundational Reading Assessment (FRA) and Reading Inventory (RI) will increase by 5% due to a focus on reading fluency and the implementation of ELF (K-1) and Benchmark Literacy.**

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Hire tutors to support students (K-2) in literacy with a focus on reading fluency and supporting grade-level reading behaviors	Title I Funds Local School Funds	October 2021	<p>Implementation: Administration and academic coach will monitor tutoring students data (monthly) through tutoring observations (bi-weekly)</p> <p>Impact: Administration and academic coach will discuss, review and discuss ELF, RI, and CTLS assessment data (three times a year) in Administrative meetings</p> <p>Artifacts/Evidence: ELF/RI/CTLS Assess Reports</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>
Utilize EIP/ESOL/Reading Recovery teachers as mentors to collaborate with teachers on teaching phonics, decoding, vocabulary and fluency		August 2021	<p>Implementation: Administration will create a mentor/mentor meeting schedule (annually) and monitor through participating in the meetings (monthly)</p> <p>Impact: Mentors and mentees will discuss the impact of having a mentor to support teaching phonics, decoding, vocabulary and fluency (monthly) in mentor/mentee meetings</p> <p>Artifacts/Evidence: Mentor/Mentee Meeting Schedule, Mentor Log, Mentee Log</p>	<p>Principal</p> <p>Assistant Principal</p> <p>EIP/ESOL/Reading Recovery Teachers</p>
Create a READ180 and System 44 lab (3-5) to support reading fluency and identifying reading behaviors	Title I Funds Local School Funds	August 2021	<p>Implementation: Administration will monitor READ180/System 44 Lab Reports (bi-weekly) through lab observations (weekly)</p> <p>Impact: Administration and READ180/System 44 Lab teachers will review, analyze, and discuss the READ180/System 44 data (bi-weekly) in guided coalition meetings</p> <p>Artifacts/Evidence: READ180/System 44 Reports</p>	<p>Principal</p> <p>READ180/System 44 Teachers</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2	The percentage of students scoring proficient on the Spring Foundational Reading Assessment (FRA) and Reading Inventory (RI) will increase by 5% due to a focus on reading fluency and the implementation of ELF (K-1) and Benchmark Literacy.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Provide opportunities for families to develop skills and strategies to support students with reading fluency, vocabulary, grade-level reading behaviors through Parent Involvement Engagement Support (PIES) Nights	Title I Funds Local School Funds	October 2021	Implementation: Administration and academic coach will monitor PIES Nights through observation (3 times a year) and discuss the impact in faculty meeting (3 times a year) Artifacts/Evidence: Parent Sign-In Sheets, PIES Night Agenda, Faculty Meeting Agenda	Academic Coach ESOL Lead EIP Teachers
Provide families with the School Policy and School-Parent Compact to support reading fluency at home	Title I Funds	October 2021	Implementation: Administration will monitor the distribution of the School Policy and School-Parent Compact in CTLSParent (annually) and discuss the impact in Guided Coalition meeting (annually) Artifacts/Evidence: School Policy and School Parent Compact, CTLS Parent Posts, Guided Coalition Meetings	Parent Liaison Teachers
Implement classes to support ELL families with reading fluency strategies	Title I Funds	September 2021	Implementation: Parent liaison and ESOL lead teacher will monitor parent participation and observe classes (bi-weekly) and discuss the impact in Administration meetings (monthly) Artifacts/Evidence: Parent Sign-In Sheets, Class Agendas	Parent Liaison ESOL Lead Teacher Instructor
Provide opportunities for families to give input on what they need to support reading fluency		August 2021	Implementation: Administration will monitor PAC, PTA, and Title I Parent Meetings meeting minutes and participate in the meetings (depending on meeting dates) and discuss the impact in faculty meetings (monthly) Artifacts/Evidence: PAC Meeting Minutes, PTA Meeting Minutes, Title I Parent Meeting Agenda,	Principal Assistant Principal Academic Coach
Provide Saturday enrichment to improve student reading fluency and teach parents ways to support students with reading fluency skills at home	Title I Funds Local School Funds	October 9	Implementation: Administration and ESOL Lead will monitor student participation (weekly) and pre/post test data (twice a year) and discuss and analyze the impact in Guided Coalition Meetings (monthly) Artifacts/Evidence: Student Attendance Spreadsheet. Pre/Post Test Data	ESOL Lead Administration
Attend Title I Family & Engagement Conference to gain knowledge on how to support families with fluency and reading behaviors	Title I Local School Funds	TBD?	Implementation: Administration will register staff for conferences (annually) and share the information with the staff in faculty meetings (annually) Impact: Participants of the conference will share strategies learned from the conference with teachers associated with math and reading fluency (annually)	Principal Parent Liaison



TITLE I

ASSESS. ACHIEVE. SUCCEED.

			Artifacts/Evidence: Conference booklet, Staff Meeting Agenda. Russell's Professional Development Conference Newsletter	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

STUDENT GROUPS					
Goal #2	<p>The percentage of students scoring proficient on the Spring Foundational Reading Assessment (FRA) and Reading Inventory (RI) will increase by 5% due to a focus on reading fluency and the implementation of ELF (K-1) and Benchmark Literacy.</p>				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation/Impact • Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> • Lead (bold) • Support 	
Economically Disadvantaged	Provide flexible small group tutoring for targeted students to address reading deficits	Title I Local School Funds	August 2021	<p>Implementation/Impact: Administration and academic coach will monitor grade-level small group instruction through classroom observation checklist (weekly) and discuss the impact of flexible small group in faculty meeting (monthly)</p> <p>Artifacts/Evidence: Classroom Walkthrough Data</p>	<p>Academic Coach</p> <p>Principal</p> <p>Assistant Principal</p>
English Learners	Provide language/content integration tutoring for English Learners through the Summit Program Lab and La Amistad; Provide reading graphic organizers to support students with the understanding of reading fluency and comprehension	Title I Local School Funds	August 2021	<p>Implementation/Impact: Administration, ESOL Lead, and La Amistad director will monitor through classroom observation checklist (bi-weekly) and discuss the impact of the Summit Program and La Amistad in Administrative Meeting (monthly)</p> <p>Artifacts/Evidence: Classroom Observations Checklist</p>	<p>ESOL Lead</p> <p>Special Education Lead</p> <p>Grade Level Teachers</p>
Race / Ethnicity	Continue to monitor and analyze the progress of each student group using the RI/CTLS Assess and interventions		August 2021	<p>Implementation/Impact: Academic coach will monitor RI/CTLS Reading Assessments (vary depending on assessment dates), discuss in guided coalition meeting, and share in faculty meeting (monthly)</p> <p>Artifacts/Evidence: Faculty Meeting Agenda</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>
Foster and Homeless	Teachers will collaborate with social workers, counselors, and Homeless Education Department to ensure student needs and wrap around services are provided		August 2021	<p>Implementation/Impact: Counselors will monitor Social Worker Forms and Teacher Emails (as needed) and discuss the impact in Counselor Meetings (monthly)</p> <p>Artifacts/Evidence: Social Worker Form, Teacher Emails, Counselor Meeting Minutes</p>	<p>Counselor</p> <p>Social Worker</p> <p>Teachers</p>
Migrant	ESOL lead teacher and parent facilitator will work with the International Welcome Center to identify and migrant students and provide support to students and families as needed		August 2021	<p>Implementation/Impact: Counselors will monitor Social Worker Forms and Teacher Emails (as needed) and discuss the impact in Counselor Meetings (monthly)</p> <p>Artifacts/Evidence: Social Worker Form, Teacher Emails</p>	<p>ESOL Lead</p> <p>Parent Liaison</p>
Students with Disabilities	Provide reading graphic organizers to support students with the understanding of reading fluency and reading comprehension	Title I Funds Local School Funds	August 2021	<p>Implementation/Impact: Administration and Academic Coach will monitor classroom lesson plans and classroom observations checklist (monthly) and discuss the impact in Special Education meetings (monthly)</p> <p>Artifacts/Evidence: Classroom Lesson Plans, Classroom Observation Checklist</p>	<p>Special Education Lead</p> <p>ESOL Lead</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM

GOAL #3	The percentage of students scoring proficient on the Spring WriteScore will increase by 5% due to a concentration on focus and development of support (evidence and elaboration).			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> ● Method for Monitoring Implementation (Frequency) ● Method for Monitoring Impact (Frequency) ● Artifacts/Evidence 	<ul style="list-style-type: none"> ● Lead (bold) ● Support
Utilizing the WriteScore Assessment and WriteScore lessons in all supporting resources with fidelity K-5 to provide explicit lessons in focus and development of support in informational and opinion writing	Title I Funds	August 2021	<p>Implementation: Administration, Academic Coach, and ESOL Lead will monitor classroom lesson plans, classroom observation checklist (weekly)</p> <p>Impact: Grade level teams will discuss and analyze the impact of WriteScore data in their CCC meetings (vary depending on assessment dates) to determine next steps</p> <p>Artifacts/Evidence: WriteScore Reports, Classroom Lesson Plans, Classroom Observation Checklist</p>	<p>ESOL Lead</p> <p>Academic Coach</p> <p>Classroom Teachers</p>
Utilizing writing rubrics along with writing exemplars/mentor text to provide student feedback		August 2021	<p>Implementation: Administration, Academic Coach, and ESOL Lead will monitor with classroom observation checklist (weekly) and student journals (monthly)</p> <p>Impact: Grade level teams will discuss the impact of the writing rubrics to provide student feedback in their grade level CCC Writing meetings (monthly)</p> <p>Artifacts/Evidence: Classroom Observation Checklist, Writing Journals, Conference Form</p>	<p>ESOL Lead</p> <p>Academic Coach</p> <p>Classroom Teachers</p>
Purchase laptops to support use of WriteScore	Title I Funds	October 2021	<p>Implementation: Administration will purchase laptops (semi-annually)</p> <p>Impact: Teachers will utilize the data collected through WriteScore Assessments to review, analyze, and discuss student writing fluency progression in their grade level CCC meetings (varies depending on assessment dates)</p> <p>Artifacts/Evidence: WriteScore Reports, Grade level CCC meeting minutes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>
			<p>Implementation:</p> <p>Impact:</p> <p>Artifacts/Evidence:</p>	
			<p>Implementation:</p> <p>Impact:</p> <p>Artifacts/Evidence:</p>	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

EFFECTIVE LEADERSHIP

GOAL #3 **The percentage of students scoring proficient on the Spring WriteScore will increase by 5% due to a concentration on focus and development of support (evidence and elaboration).**

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Create a master schedule that provides a specific time for writing instruction		July 2021	<p>Implementation: Administration will create a master schedule to monitor writing instruction in classroom lesson plans and classroom observations (weekly)</p> <p>Impact: Administration and Academic Coach will discuss the impact of providing a specific time for writing instruction to support focus and development of support in the Administration and Academic Coach meeting (weekly)</p> <p>Artifacts/Evidence: Master Schedule, Classroom Lesson Plans, Administration and Academic Coach Meeting Minutes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>
Select a grade-level writing representative to lead discussions on writing data in CCCs		July 2021	<p>Implementation: Administration will collaborate with grade-level teams to determine writing grade-level representative (annually)</p> <p>Impact: Administration and grade-level representatives will discuss the impact of writing data associated with writing fluency in grade-level representative meetings in the grade-level representative meeting (monthly)</p> <p>Artifacts/Evidence: Administration and grade-level representative meeting minutes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Team Lead</p>
Provide grade-level writing representative with training on how to lead data discussions that foster defining results, supporting expectations, providing constructive feedback, and holding team members accountable	Title I Local School Funds	July 2021	<p>Implementation: Administration and academic coach will provide training for grade level representatives (monthly)</p> <p>Impact: Administration and grade-level representatives will discuss and reflect on the implementation of the training and next steps in the grade-level representative meeting (monthly)</p> <p>Artifacts/Evidence: Training Agenda, Administration and grade-level representative meeting minutes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Coach</p>
			<p>Implementation:</p> <p>Artifacts/Evidence:</p>	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

PROFESSIONAL CAPACITY

GOAL #3	The percentage of students scoring proficient on the Spring WriteScore will increase by 5% due to a concentration on focus and development of support (evidence and elaboration).			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> ● Method for Monitoring Implementation (Frequency) ● Method for Monitoring Impact (Frequency) ● Artifacts/Evidence 	<ul style="list-style-type: none"> ● Lead (bold) ● Support
Utilizing grade-level writing representatives to implement vertical alignment to address student needs and writing gaps	Title I Funds	September 2021	<p>Implementation: Administration and Academic Coach will monitor by participating in writing vertical alignment meetings (every 9 weeks)</p> <p>Impact: Grade level will discuss the impact of vertical alignment to support prioritizing, focusing, reinforcing, and planning writing lessons on focus and development of support in writing vertical alignment meetings (every 9 weeks)</p> <p>Artifacts/Evidence: Writing Vertical Alignment Agenda, Writing Vertical Alignment Meeting Notes</p>	<p>ESOL Lead</p> <p>Academic Coach</p>
Initiate collaborative scoring within and across grade-levels to analyze writing strengths and weaknesses to utilize data to provide targeted instruction to address individual students needs	Title I Funds Local School Funds	October 2021	<p>Implementation: Administration and Academic Coach will monitor by participating in collaborative scoring meetings (every 9 weeks)</p> <p>Impact: Grade level will discuss the impact of collaborative scoring to support prioritizing, focusing, reinforcing, and planning writing lessons on focus and development of support in collaborative scoring meetings (every 9 weeks)</p> <p>Artifacts/Evidence: Writing Collaborative Scoring Agenda, Writing Collaborative Scoring Meeting Notes</p>	<p>ESOL Lead</p> <p>Academic Coach</p>
Provide ongoing professional development concentrating on focus and development of support		August 2021	<p>Implementation: Administration will monitor professional development by participating in the training (monthly) and classroom lesson plans(weekly)</p> <p>Impact: Grade level team leads will discuss the impact of implementing the professional development strategies in their grade level team lead meetings (monthly)</p> <p>Artifacts/Evidence: Professional Development Sign-in Sheet, Professional Development Agenda</p>	<p>ESOL Lead</p> <p>Academic Coach</p>
			<p>Implementation:</p> <p>Artifacts/Evidence:</p>	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #3	The percentage of students scoring proficient on the Spring WriteScore will increase by 5% due to a concentration on focus and development of support (evidence and elaboration).			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> ● Method for Monitoring Implementation (Frequency) ● Method for Monitoring Impact (Frequency) ● Artifacts/Evidence 	<ul style="list-style-type: none"> ● Lead (bold) ● Support
Provide teachers with writing resources to develop writing fluency	Title 1 Local School Funds	August 2021	<p>Implementation: Administration and academic coach will monitor through grade-level lesson plans and classroom walkthrough checklist (monthly)</p> <p>Impact: Grade level teams will discuss the impact of the resources and share strategies on utilization of the resources (depending on the resources associated with grade-level standards) in grade level CCC Writing meetings</p> <p>Artifacts/Evidence: Grade-level CCC Writing meetings minutes, Classroom Observation Checklist</p>	Principal
Providing Saturday tutoring to support students with writing	Title I Funds Local School Funds	October 2021	<p>Implementation: Administration and academic coach will monitor student sign-in sheets and tutoring observations (weekly)</p> <p>Impact: Administration and academic coach will review and discuss the impact of tutoring through pre-test, mid-year, and post-test data (three times a year) in administration meetings</p> <p>Artifacts/Evidence: Pre-test/Mid-year/Post-test Data</p>	ESOL Lead Academic Coach
Provide protected time in the school day to preview, remediate and enrich students		August 2021	<p>Implementation: Administration will monitor through master schedule with protected time for remediation and enrichment (weekly) with classroom observations checklist</p> <p>Impact: Grade-level teams will discuss the impact of the protective time in faculty meetings (monthly)</p> <p>Artifacts/Evidence: Faculty Meeting Agenda</p>	Principal



FAMILY AND COMMUNITY ENGAGEMENT

GOAL #3	<p>The percentage of students scoring proficient on the Spring WriteScore will increase by 5% due to a concentration on focus and development of support (evidence and elaboration).</p>			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Continue grade-level parent meetings to include the following (writing strategies/ mentor text/rubrics) and grade-level expectations		August 2021	<p>Implementation: Administration and academic coach will monitor grade-level parent meetings (every nine weeks) and discuss impact in faculty meetings</p> <p>Artifacts/Evidence: Grade-level Parent Meeting Agendas, Grade-level Math Vocabulary Strategy Newsletter</p>	<p>Team Leads</p> <p>Classroom Teachers</p>
Provide a series of virtual and face-to-face parent writing workshops to support student development of writing		September 2021	<p>Implementation: Administration and academic coach will monitor parent writing workshops through parent agenda (three a year) and discuss in Administration meetings</p> <p>Artifacts/Evidence: Parent Workshop Agendas, Parent Sign-In Sheets</p>	<p>ESOL Lead</p> <p>Academic Coach</p>
Provide opportunities for students to write for real purposes and celebrate success in writing through a published piece (Writer’s Tea) in a published book format	Title I Funds Local School Funds	January 2021	<p>Implementation: Administration and academic coach will monitor the Writer’s Tea through classroom observations (twice a year) and discuss in faculty meetings</p> <p>Artifacts/Evidence: Writer’s Tea Agenda; Writer’s Tea Invite, Faculty Meeting Agenda</p>	<p>ESOL Lead</p> <p>Academic Coach</p>
			<p>Implementation:</p> <p>Artifacts/Evidence:</p>	
			<p>Implementation:</p> <p>Artifacts/Evidence:</p>	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

STUDENT GROUPS					
Goal #3	The percentage of students scoring proficient on the Spring WriteScore will increase by 5% due to a concentration on focus and development of support (evidence and elaboration).				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation/Impact • Artifacts/Evidence to verify implementation 		<ul style="list-style-type: none"> • Lead (bold) • Support
Economically Disadvantaged	Provide flexible small group tutoring for targeted students to address writing deficits	Title I Local School Funds	August 9	Implementation/Impact: Administration and academic coach will monitor grade-level small group instruction through classroom observation checklist (weekly) and discuss the impact of flexible small group in faculty meeting (monthly) Artifacts/Evidence: Classroom Walkthrough Data	Academic Coach Grade Level Teachers
English Learners	Provide language/content integration tutoring for English Learners through the Summit Program Lab and La Amistad; Proved reading graphic organizers to support students with the understanding of writing fluency	Title I Local School Funds	August 16	Implementation/Impact: Administration, ESOL Lead, and La Amistad director will monitor through classroom observation checklist (bi-weekly) and discuss the impact of the Summit Program and La Amistad in Administrative Meeting (monthly) Artifacts/Evidence: Classroom Observations Checklist	ESOL Lead Special Education Lead Grade Level Teachers
Race / Ethnicity	Continue to monitor and analyze the progress of each student group using the WriteScore and interventions		August 23	Implementation/Impact: Administration, ESOL Lead, and Academic Coach will monitor Writing Assessments (vary depending on assessment dates) discuss in guided coalition meeting, and share in faculty meeting (monthly) Artifacts/Evidence: Guided Coalition Meeting Minutes	Principal Assistant Principal Academic Coach
Foster and Homeless	Teachers will collaborate with social workers, counselors, and Homeless Education Department to ensure student needs and wrap around services are provided		August 2	Implementation/Impact: Counselors will monitor Social Worker Forms and Teacher Emails (as needed) and discuss the impact in Counselor Meetings (monthly) Artifacts/Evidence: Social Worker Form, Teacher Emails	Counselor Social Worker Teachers
Migrant	ESOL lead teacher and parent facilitator will work with the International Welcome Center to identify and migrant students and provide support to students and families as needed		August 2	Implementation/Impact: Counselors will monitor Social Worker Forms and Teacher Emails (as needed) and discuss the impact in Counselor Meetings (monthly) Artifacts/Evidence: Social Worker Form, Teacher Emails	ESOL Lead Parent Liaison
Students with Disabilities	Provide writing graphic organizers to support students with the understanding of writing fluency		August 16	Implementation/Impact: Administration and Academic Coach will monitor classroom lesson plans and classroom observations checklist (monthly) and discuss the impact in faculty meeting (monthly) Artifacts/Evidence: Classroom Lesson Plans, Classroom Observation Checklist	Special Education Lead ESOL Lead



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 2021-2022 as outlined in **Sec. 114(b) (1-5) of ESSA.**

Statement #2: (Monitoring) The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

Statement #3: (SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Statement #4: (Coordination and Integration of Funds) Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.



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

References: Schoolwide Checklist (2.iii.d)

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

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

Russell’s Cobb Collaborative Communities - Focused professional development based on the three school improvement goals in order to increase math fluency, reading fluency, and writing fluency with a concentration on focus and development of support (evidence and elaboration). The professional communities should expand the teacher’s capacity to ensure a high level of learning for all students. The research-based practices listed below will support the academic development of teachers to support student growth.

- Provide required and differentiated professional development for staff members
- Complete the 6 Step Process on Math Priority Standards and ELA Standards
- Utilize the RTI process to determine students’ challenges
- Provide a leadership book study to support teacher accountability
- Read articles and encouraging quotes to develop a growth mindset



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 Russell Elementary 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 Russell Elementary, 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.)

At Russell Elementary, we have human resources (academic coach, tutors, ESOL teachers, Early Intervention Teachers, School Support Specialist (SSA), psychologist, social worker and a parent liaison) to support our teachers, students, and parents. The academic coach, ESOL Lead, EIP Teachers, and staff provide quality professional development for teachers and workshops for parents in reading, math and writing in our identified subject areas of need. The parent liaison works to increase parent involvement in the educational process and assists with the facilitation of the school improvement goals for Title I students. Math fluency, reading fluency, and writing fluency strategies are being employed to address the needs of our most academically at-risk students. These effective and research-based strategies will help our ESOL, Special Education, and EIP populations who present continued struggles in math, reading, and writing. Other means in which we support our students are through our Dual Immersion Program (K-5th grade), Advanced Content Classes (4th & 5th grade), Gifted Program, Saturday Tutoring, Russell Rockers (Presbyterian Village Reading Volunteers) and a master schedule.

Below is a list of ways we support our students in other areas:

- Second Step Program (Social Emotional Learning, Character Education)
- Positive Behavioral Intervention and Support (PBIS) – Supports Social Emotional Learning and provide learning life skills to overcome challenges and attain success
- Restorative Practices
- Various Clubs (Green Club, Chorus, Art, Students on the Run, etc.) to foster creative thinking, communication skills, and collaboration
- Food backpacks for selected students to take home for the weekend
- Clothes Closet
- Snack Closet
- Lunch Account (for students who need assistance)
- Response to Intervention (RTI)
- Check and Connect Program – Provides opportunities for students to build relationships with staff members to support the learning environment and allow students to maintain a connection in the school
- Small Group Counseling



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)]

Russell Elementary School utilizes the Positive Behavioral Interventions and Support (PBIS) system to address student behavior. Classroom PBIS strategies are used to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. By taking a behavioral proactive approach, students are more able to enjoy academic achievement and positive emotional health.

The PBIS team holds monthly Tier 1 and Tier 2 meetings to view and analyze behavioral data. Many parameters are taken into consideration while analyzing data including day(s) of the week that behavior occurs, student subgroups, and types of behavior infractions. This data is redelivered to Russell Elementary staff on a monthly basis in order to address current issues through PBIS lessons and interventions. Most specifically, staff members have used PBIS and the data to address specific subgroups by doing the following:

- *selected student/teacher mentor relationships and check-ins for repeat offenders
- *social skills lessons for students and/or those who struggle in certain areas
- *additional strategies to support extreme behaviors

Russell Elementary implements Restorative Practices. Restorative Practices allow Russell to focus on building relationships and creating community in school to prevent harm, to repair harm and address the needs of all people impacted by the harm. The program builds or rebuilds respectful and trusting relationships and providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment.

Russell implements the Check & Connect student mentor program that identifies specific students with behavior concerns and connect them with a teacher. This program pairs up each participating teacher with a student from another classroom. The teacher-mentor will spend 20 minutes per week with the child before, after, or during school. The teacher will have the ability to split up the time in various increments.



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

Russell Elementary School supports, coordinates, and integrates services for rising kindergarten students by offering kindergarten orientation sessions to tour the school and explain school services such as lunchrooms, bus, after school program, and the curriculum. When parents pre-register their students, they receive a parent brochure/packet with relevant information for the parents and students. Additionally, kindergarten teachers perform a screening on students to evaluate their abilities in communication, listening, academic foundational skills, self-care, etc. The kindergarten teachers work collaboratively with the prekindergarten teachers and attend prekindergarten IEP meetings to ensure a smooth transition. Russell Elementary School and Floyd Middle School administration, counselors, and teachers collaborate to provide transitioning opportunities for the rising 6th graders. During the spring, our students travel to Floyd Middle School for tours, presentations, orientations, etc. Floyd Middle School provides an orientation night for Russell parents.



TITLE I

ASSESS. ACHIEVE. SUCCEED.

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

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

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



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

At Russell Elementary School, the parent facilitator and media specialist work collaboratively to maintain an updated and accurate school inventory list. The following procedures are in place for school inventory:

- Electronic check in and check out process for equipment
- Spreadsheet check in and check out for materials (parents)
- Vivid description of the inventory
- Serial numbers on inventory
- Verified inventory at the end of the year



ADDITIONAL RESPONSES

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

Describe how the Title I SIP is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable

Russell Elementary will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Pearson will utilize Twenty day funds for tutoring support of our students struggling to meet state standards. The Student Assistance Programs department will provide support for the school's implementation of the Positive Behavioral Intervention and Support program (PBIS). Community Partners (Majestic Heating and Air, Northwest Exterminators, Smyrna Business Network International, Image Church, Mosaic Church, and Gracepoint Church) will provide volunteers and support for our parent literacy nights and our parent university. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.