



School Improvement Plan 2021-2022 Action Plan



SCHOOL NAME:

City View Elementary School

Date Submitted: 6/30/2021

Date(s) Revised: 8/30/2021, 9/30/2021



TITLE I

ASSESS. ACHIEVE. SUCCEED.



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COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	Implement writers' workshop to increase student writing proficiency as measured by standardized assessments and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Teachers in grades K-5 will implement Writer's Workshop (WW) with fidelity with all students daily using the opening, worktime, and closing framework.	Title I and local funds	8/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation of WW and debrief during monthly BLT meetings. Impact: Each grade level will discuss the impact of WW during weekly collaboration, reviewing writing samples/data and modifying instruction as needed. Artifacts/Evidence: walk through data, student writing samples, common writing prompts, rubrics	ELA Instructional Coach, Teachers, Admin
2. Teachers in grades K-5 will use teacher-created rubrics to analyze student writing weekly.	Title I and local funds	9/2021	Implementation: The ELA coach and administration will participate in weekly collaboration meetings to monitor the implementation of rubrics to analyze student writing and discuss at monthly BLT meetings. Impact: Each grade level will analyze student writing using rubrics during weekly collaboration, reviewing writing samples and modifying instruction as needed. Artifacts/Evidence: rubrics, student writing samples, collaboration minutes	ELA Instructional Coach, Teachers, Admin
3. We will use mentor texts, thinking maps, and student specific instructional strategies to increase rigor, engagement and understanding in the learning environment.	Title I and local funds	8/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation of the use of strategies and debrief during monthly BLT meetings. Impact: Each grade level will discuss the impact of these strategies during weekly collaboration, reviewing writing samples/data and modifying instruction as needed. Artifacts/Evidence: student writing samples, lesson plans, collaboration minutes	ELA Instructional Coach, Teachers, Admin
4. We will use the Frayer Model, graphic organizers and Interactive Word Walls to increase vocabulary development in the learning environment.	Title I and local funds	8/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation of the use of strategies and debrief during monthly BLT meetings. Impact: Each grade level will discuss the impact of these strategies during weekly collaboration, reviewing writing samples/data and modifying instruction as needed. Artifacts/Evidence: student writing samples, lesson plans, collaboration minutes	ELA Instructional Coach, Teachers, Admin
5. During the Writing Workshop, small groups of students will be pulled for writing conferences differentiated instruction. Small group instruction will be support by Title I funded paraprofessionals.	Title I and local funds	9/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation of small groups and debrief during monthly BLT meetings. Impact: Each grade level will discuss the impact of small groups during weekly collaboration, reviewing writing data/lesson plans and modifying instruction as needed.	ELA Instructional Coach, Teachers, Admin



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			Artifacts/Evidence: student writing samples, small group plans, collaboration minutes	
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EFFECTIVE LEADERSHIP

GOAL #1	Implement writers' workshop to increase student writing proficiency as measured by standardized assessments and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1.The administration will communicate the writing goal developed by the building leadership team to the staff and stakeholders at the beginning of the 2021-22 school year.	Title I and local funds	7/2021	Implementation: The administration will communicate the writing goal to the staff in July during preplanning, and to the PTA and School Council in September. Artifacts/Evidence: SIP/CNA, Preplanning agenda/minutes, PTA/School council agenda/minutes	Admin and ELA Instructional Coach
2. The administrative team will hire an ELA academic coach to provide differentiated professional development in the writing workshop model and writing strategies.	Local funds	7/2021	Implementation: Professional development will begin in July and continue throughout the school year. Artifacts/Evidence: Coaching log/binders, professional learning calendar	Admin and ELA Instructional Coach
3. The administrative team and ELA coach will ensure CCC's include discussions about the workshop model and effective instructional strategies.	Title I and local funds	9/2021	Implementation: CCC's will begin in August and continue throughout the school year. Artifacts/Evidence: CCC agendas and minutes, writing samples/data	Admin and ELA Instructional Coach, teachers and CCC's
4. Teachers K-5 will develop a common understanding of what the writing workshop looks like and sounds like in the learning environment.	Title I and local funds	7/2021	Implementation: CCC's will begin in August and continue throughout the school year. Grade level collaboration will begin in August and continue throughout the school year. Artifacts/Evidence: Preplanning agenda/training, lesson plans, walk through data, collaboration minutes, PD calendar/trainings	Admin and ELA Instructional Coach
			Implementation: Artifacts/Evidence:	



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PROFESSIONAL CAPACITY

GOAL #1	Implement writers' workshop to increase student writing proficiency as measured by standardized assessments and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Teacher leaders and an administrator will attend the ESEA/Title 1 Conference to acquire research-based instructional strategies in writing.	Title I and local funds	7/2021	Implementation: Teacher leaders will redeliver information to the staff through differentiated and collaborative sessions based on the teacher's previous level of training to increase teacher-based skills in writing. Artifacts/Evidence: Conference materials/agendas, meeting minutes and redelivery trainings	Admin, Teacher leaders
2. The ELA Instructional Coach will continue to train all staff monthly in Jan Richardson's <u>The Next Steps in Guided Reading</u> and <u>The Next Steps Forward in Reading Intervention</u> .	Title I and local funds	7/2021	Implementation: The ELA Instructional coach will continue the book study/training throughout the school year. Professional development will begin in August and be ongoing. Artifacts/Evidence: Lesson plans, model lessons, monthly training modules, walk through data	ELA academic coach, admin
3. The ELA Instructional Coach will train and coach teachers as we implement Writing.	Title I and local funds	7/2021	Implementation: The ELA Instructional coach will provide professional development to staff through differentiated and collaborative sessions in writing workshops. Training will begin in July and be ongoing. Artifacts/Evidence: Training modules, agendas/minutes, PD calendar	ELA academic coach, admin
4. Instructional Coaches will go into classrooms to model and support teachers in the implementation of the Workshop Model.	Title I and local funds	8/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation of WW and debrief during monthly BLT meetings to determine support needed at each grade level. Artifacts/Evidence: Walk through data, observations, coaching notes.	ELA academic coach, admin



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SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1	Implement writers' workshop to increase student writing proficiency as measured by standardized assessments and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1.Small group tutoring for kindergarten-5 th grade students struggling with writing. Small group instruction will be support by Title I funded paraprofessionals.	20-day funds, Title 1 funds	10/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation of WW and debrief during monthly BLT meetings to determine support needed at each grade level. The BLT Team will identify students through a rank order in need of remediation. Impact: Each tutor will be assigned 3-6 students to receive extra writing instruction 2 times a week. Tutors will collaborate with classroom teachers to differentiate the instruction. Artifacts/Evidence: Lesson plans, student writing samples, tutoring schedules	Admin, coaches, teachers
2. Teachers K-5 will support students in Small Group Guided instruction during Worktime in the Workshop Model Framework in the classroom learning environment. Small group instruction will be supported by Title I funded paraprofessionals.	Title I and local funds	9/2021	Implementation: Students will be placed in differentiated flexible groups based on assessments given for small group learning. The ELA coach and administration will walk each classroom biweekly to monitor implementation of small groups and debrief during monthly BLT meetings. Impact: Grade levels will collaborate weekly to discuss the successes and challenges of small groups and modify instruction as needed. Artifacts/Evidence: Ongoing assessments, teacher observation, Jan Richardson Reading Assessment, running records, SKI, and lesson plans	ELA coach, teachers, admin
3. Tutors will support small groups and one on one learning during worktime in the Workshop Model Framework in the learning environment.	20-day funds, local funds	10/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation/effectiveness of tutors and debrief during monthly BLT meetings. Impact: Tutors will collaborate with the classroom teachers to differentiate instruction and plan for each student. Artifacts/Evidence: Tutor schedules, lesson plans	Admin, teachers
4. Teachers will implement Research based interventions (F.C.R.R., CSIS, Numeracy Project) during worktime in the Workshop Model Framework to meet the needs of all students not performing on grade level.	Title I and local funds		Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation/effectiveness of the interventions and debrief during monthly BLT meetings. Impact: Teachers will collaborate with their grade level team to differentiate instruction and plan for each student. Artifacts/Evidence: Student software usage time log, lesson plans, student learning data	RTI coach, teachers



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5. Computer lab will support students at all grade levels in the development of writing/typing skills by utilizing Typing Club software.	Title 1 and local funds		Implementation: The computer lab will be incorporated in the daily special rotation. All students will have the opportunity on a rotating basis to utilize software. Impact: Teachers will collaborate with the computer lab teacher to plan for each student. Artifacts/Evidence: collaboration minutes/agendas, lesson plans, student learning data	
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FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	Implement writers' workshop to increase student writing proficiency as measured by standardized assessments and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Implement City View Academic Parent Teacher Teams virtually and face to face in grades K-5 by providing hands on experience and resources for our families to support learning at home.	Title I and local funds	9/2021	Implementation: Parent Teacher Teams K-5 th will meet 4 times during the 2021-22 school year where teachers will share grade-level data with families and CCCs beginning in September. The administrators and the parent engagement coach will monitor the planning and implementation of the TAPP meetings, K-5 th to ensure the academic parent teacher teams process is carried out with fidelity. Artifacts/Evidence: TAPP activities, Parent calendars, Parent Facilitator schedule, CCC agenda, Participation reports, SMART goal Forms	Parent Engagement Coach , admin, teachers
2. Provide multiple virtual/face to face training opportunities for parents to assist their student at home in all academic areas.	Title I and local funds	9/2021	Implementation: The parent engagement coach and administration will monitor the calendar of events to ensure all scheduled events are communicated to the stakeholders and take place as scheduled. They will meet monthly to debrief and adjust as needed. Artifacts/Evidence: Parent engagement coach's monthly schedule of events, parent/school compact and policy, sign-in sheets, meeting notes	Parent Engagement Coach , admin
3. Provide online training opportunities to assist parents with online learning at home.	Title I and local funds	9/2021	Implementation: The parent engagement coach and teacher leaders will conduct monthly parent meetings beginning in September. Artifacts/Evidence: Virtual lesson plans, virtual training modules	Parent Engagement Coach , admin
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	



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STUDENT GROUPS					
Goal #1	Implement writers' workshop to increase student writing proficiency as measured by standardized assessments and local school assessments during the 2021-2022 school year.				
	Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support
Economically Disadvantaged	<p>Small group tutoring during the school day in the learning environment. Small group instruction will be support by Title I funded paraprofessionals.</p> <p>Devices and supplies will be provided to students and families to meet students' needs in the classroom.</p>	20-Day Funds, Title I	10/2021	<p>Implementation/Impact: Tutoring will begin in October. The administrators and academic coaches conduct bi-weekly walks during the tutors' instructional block to ensure quality instruction is being delivered and debrief with the BLT monthly.</p> <p>Artifacts/Evidence: Tutor lesson plans, walk through data, tutor time logs</p>	Admin, academic coaches
English Learners	<p>Implement a hybrid ESL model in which each classroom has at least one ESL endorsed or certified teacher in the room, or an ESL teacher pushes in to serve the students.</p> <p>Provide literature options that include both English and Spanish text for library checkout.</p>	Title I and local funds	8/2021	<p>Implementation/Impact: The ESOL administrator and lead teachers will monitor the organization and implementation of the innovative ESL model to ensure compliance and accountability K-5th. (See the ESOL Improvement Plan FY 2021-22)</p> <p>Artifacts/Evidence: Class rosters, ESOL schedules, ESOL certifications, ESOL Improvement Plan FY 2021-22, and leveled books for classroom instruction.</p>	ESOL admin, teachers, Media specialist
Race / Ethnicity	<p>Provide literature options that offer a diversity of characters/experiences that are relevant to our student body.</p> <p>The classroom teacher will be provided opportunities for students to learn about and express diverse points of view through the writing process in the classroom.</p>	Title I and local funds	8/2021	<p>Implementation/Impact: The media specialist will continually monitor our media collection and collaborate with CCC's to ensure our students have access to a diverse collection of mixed media.</p> <p>Artifacts/Evidence: classroom inventories, student writing, lesson plans</p>	Media Specialist, teachers, admin
Foster and Homeless	<p>Additional resources such as tutoring, transportation, etc. are available.</p> <p>Parent engagement activities and a resource room to provide parents with opportunities for support and</p>	Title I and local funds	8/2021	<p>Implementation/Impact: The parent engagement coach/admin will continually monitor our student population and determine needs on a case-by-case basis.</p> <p>Artifacts/Evidence: Parent engagement calendar, sign in sheet, surveys.</p>	Admin, parent engagement coach



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	resources. A Virtual Resource Room will be available.				
Migrant	<p>Students entering the school will be given the WIDA Screener to determine appropriate student support and academic needs.</p> <p>Parent engagement activities and a resource room to provide parents with opportunities for support and resources. A Virtual Resource Room will be available as well.</p>	Title I and local funds	8/2021	<p>Implementation/Impact: The IEL/ESL Team monitors enrollment and WIDA Screeners as needed.</p> <p>Artifacts/Evidence: Class rosters, enrollment records, assessment data</p>	ESL team, admin
Students with Disabilities	<p>Special education teachers work collaboratively with general education teachers to provide continuity of instruction.</p> <p>Teachers will utilize Orton-Gillingham Strategies to provide specialized instruction.</p>	Title I and local funds	8/2021	<p>Implementation/Impact: Collaboration will begin in August and continue throughout the school year.</p> <p>Artifacts/Evidence: Team minutes, agendas, lesson plans, presentations, observations</p>	Sp.ed. teachers, admin



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COHERENT INSTRUCTIONAL SYSTEM

GOAL #2	Implement differentiated interventions through the Reading Workshop model to increase student reading proficiency as measured by standardized assessments, the Reading Inventory, and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. We will implement Readers' Workshop (RW) with fidelity in all classrooms using the opening, worktime and closing framework.	Local funds	8/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation of RW and debrief during monthly BLT meetings. Impact: Each grade level will discuss the impact of RW during weekly collaboration, reviewing running records/data and modifying instruction as needed. Artifacts/Evidence: walk through data, student reading data, running records, RI data	ELA coach, admin
2. We will use running records and the Guided Reading Assessment Kit to analyze students' reading levels in the classroom.	Title I and local funds	8/2021	Implementation: The ELA coach and administration will participate in weekly collaboration meetings to monitor the implementation of reading assessments and guided reading and discuss at monthly BLT meetings. Impact: Each grade level will analyze student reading levels during weekly collaboration, reviewing effective reading strategies and modifying instruction as needed. Artifacts/Evidence: rubrics, running records, collaboration minutes, RI data	ELA coach, admin
3. Use mentor texts and Thinking Maps, and specific instructional strategies to increase rigor, engagement and understanding in the classroom.	Title I and local funds	8/2021	Implementation: Teachers will continue the implementation of Thinking Maps and mentor texts beginning with training by the ELA coach in August. Impact: Each grade level will discuss the impact of the strategies during weekly collaboration, reviewing the effective reading strategies and modifying instruction as needed. Artifacts/Evidence: Collaboration agendas/minutes, lesson plans, Reading data	ELA coach, admin
4. We will continue the use of the Frayer Model, graphic organizers and Interactive Word Walls to increase vocabulary development.	Title I and local funds	8/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation of these strategies and debrief during monthly BLT meetings. Impact: Each grade level will discuss the impact of the Frayer Model, graphic organizers and Interactive Word Walls during weekly collaboration, reviewing running records/data and modifying instruction as needed. Artifacts/Evidence: walk through data, Student samples, lesson plans	ELA coach, admin
5. During Reading Workshop, small groups will be pulled for differentiated instruction. Small group instruction will be support by Title I funded paraprofessionals.	Title I and local funds	9/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation of small groups and debrief during monthly BLT meetings. Impact: Each grade level will discuss the impact of small groups during weekly collaboration, reviewing reading data/lesson plans and modifying instruction as needed.	ELA coach, admin



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			Artifacts/Evidence: reading data, small group plans, collaboration minutes	
6. Small groups of students in grades K-2 will use Benchmark Phonics to differentiate instruction for phonics and decoding deficits. Small group instruction will be support by Title I funded paraprofessionals.	Title I and local funds	9/2021	Implementation: The ELA, RTI coach and administration will walk each classroom biweekly to monitor implementation of small groups and debrief during monthly BLT meetings. Impact: Each grade level will discuss the impact of small groups during weekly collaboration, reviewing RTI and phonics data/lesson plans and modifying instruction as needed. Artifacts/Evidence: reading/RTI data, small group plans, collaboration minutes	ELA coach, RTI coach, admin



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EFFECTIVE LEADERSHIP

GOAL #2	Implement differentiated interventions through the Reading Workshop model to increase student reading proficiency as measured by standardized assessments, the Reading Inventory, and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Communicate the Reading goal developed by the building leadership team to the staff and stakeholders.	Title I and local funds	7/2021	Implementation: The administration will communicate the Reading goal to the staff in July during preplanning, and to the PTA and School Council in September. Artifacts/Evidence: SIP/CNA, Preplanning agenda/minutes, PTA/School council agenda/minutes	Admin , ELA coach
2. Instructional coaches to provide differentiated professional development in the reader's workshop model and differentiated reading strategies.	Title I and local funds	7/2021	Implementation: Professional development will begin in July and continue throughout the school year. Artifacts/Evidence: Coaching log/binders, professional learning calendar	Admin
3. Ensure CCC's include discussions about the workshop model and effective instructional strategies.	Title I and local funds	7/2021	Implementation: CCC's will begin in August and continue throughout the school year. Artifacts/Evidence: CCC agendas and minutes, reading strategies and data	Admin , academic coaches
4. Develop a common understanding of what the Reader's Workshop looks and sounds like.	Title I and local funds	8/2021	Implementation: CCC's will begin in August and continue throughout the school year. Grade level collaboration will begin in August and continue throughout the school year. Artifacts/Evidence: Preplanning agenda/training, lesson plans, walk through data, collaboration minutes, PD calendar/trainings	ELA coach , admin, teachers
5. Hire a science lab teacher to support students with integrating instructional strategies into science instruction.	local funds	7/2021	Implementation: The science lab will be part of the specials' rotation beginning August 2. Artifacts/Evidence: lesson plans, walk though data, observations	Admin



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6. The science lab teacher will collaborate with the teachers and instructional coaches to provide integration strategies to homeroom teachers.	Title I and local funds	8/2021	Implementation: The science lab will be part of the specials' rotation beginning August 2. Collaboration will begin the week of August 2 and be ongoing. Artifacts/Evidence: lesson plans, collaboration minutes/agendas	Admin
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PROFESSIONAL CAPACITY

GOAL #2	Implement differentiated interventions through the Reading Workshop model to increase student reading proficiency as measured by standardized assessments, the Reading Inventory, and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Attend the ESEA/Title 1 Conference to acquire research-based instructional strategies in Reading.	Title I and local funds	2/16/2022-2/19/2022	Implementation: Teacher leaders will redeliver information to the staff through differentiated and collaborative sessions based on the teacher's previous level of training to increase teacher-based skills in reading. Artifacts/Evidence: Conference materials/agendas, meeting minutes and redelivery trainings	Admin
2. Instructional Coaches will continue to train all staff in Jan Richardson's <u>The Next Steps in Guided Reading</u> and <u>The Next Steps Forward in Reading Intervention.</u>	Title I and local funds	7/2021	Implementation: The ELA academic coach will continue the book study/training throughout the school year. Professional development will begin in August and be ongoing. Artifacts/Evidence: Lesson plans, model lessons, monthly training modules, walk through data	Instructional coaches, teachers
3. Instructional Coaches will train and coach teachers as we implement Reading Workshop in all learning environments.	Title I and local funds	8/2021	Implementation: The ELA Instructional coach will provide professional development to staff through differentiated and collaborative sessions in writing workshops. Training will begin in July and be ongoing. Artifacts/Evidence: Training modules, agendas/minutes, PD calendar	Instructional coaches, admin
4. Instructional Coaches will go into classrooms to model and support teachers in the implementation of the Workshop Model	Title I and local funds	8/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation of RW and debrief during monthly BLT meetings to determine support needed at each grade level. Artifacts/Evidence: Walk through data, observations, coaching notes.	Instructional coaches, admin
5. Instructional coaches will model lessons and support teachers with CTLS.	Title I and local funds	8/2021	Implementation: The Instructional coaches will train the teachers in CTLS in August and support them throughout the year, as needed. Artifacts/Evidence: Training modules, lesson plans	Instructional coaches, admin



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SUPPORTIVE LEARNING ENVIRONMENT

GOAL #2	Implement differentiated interventions through the Reading Workshop model to increase student reading proficiency as measured by standardized assessments, the Reading Inventory, and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Small group tutoring for K-5 th grade students struggling with Reading in the classroom.	20-day funds, local funds	10/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation of RW and debrief during monthly BLT meetings to determine support needed at each grade level. The BLT Team will identify students through a rank order in need of remediation. Impact: Each tutor will be assigned 3-6 students to receive extra writing instruction 2 times a week. Tutors will collaborate with classroom teachers to differentiate the instruction. Artifacts/Evidence: Lesson plans, running records, tutoring schedules	Admin, tutors
2. Teachers will support students in Small Group Guided instruction during Worktime in the Workshop Model Framework in the classroom. Small group instruction will be supported by Title I funded paraprofessionals.	Title I and local funds	9/2021	Implementation: Students will be placed in differentiated flexible groups based on assessments given for small group learning. The ELA coach and administration will walk each classroom biweekly to monitor implementation of small groups and debrief during monthly BLT meetings. Impact: Grade levels will collaborate weekly to discuss the successes and challenges of small groups and modify instruction as needed. Artifacts/Evidence: Ongoing assessments, teacher observation, Jan Richardson Reading Assessment, running records, SKI, and lesson plans	ELA coach, admin
3. Tutors will support small groups and one on one learning during worktime in the Workshop Model Framework after school.	20-day funds, local funds	10/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation/effectiveness of tutors and debrief during monthly BLT meetings. Impact: Tutors will collaborate with the classroom teachers to differentiate instruction and plan for each student. Artifacts/Evidence: Tutor schedules, lesson plans	Admin, tutors
4. Teachers will implement research-based interventions (F.C.R.R., CSIS, Numeracy Project) during worktime in the Workshop Model Framework.	Title I and local funds	9/2021	Implementation: The ELA coach and administration will walk each classroom biweekly to monitor implementation/effectiveness of the interventions and debrief during monthly BLT meetings. Impact: Teachers will collaborate with their grade level team to differentiate instruction and plan for each student. Artifacts/Evidence: collaboration minutes/agendas, lesson plans, student learning data	RTI coach, admin, teachers



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5. Teachers and tutors will create a supportive learning environment using Coach Digital. Coach Digital provides leveled passages and teacher's guides to support students' academic success in reading by providing differentiated lessons in reading and writing.	Title I and local funds	9/2021	Implementation: Coaches and administration will continually monitor the reading data to form flexible small groups for school wide remediation and acceleration. Impact: Grade levels will discuss the impact of the use of Coach Digital during weekly collaboration, reviewing assessment data and strategies and modifying instruction as needed. Artifacts/Evidence: collaboration minutes and agenda, lesson plans	Admin, academic coaches, teachers
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FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2	Implement differentiated interventions through the Reading Workshop model to increase student reading proficiency as measured by standardized assessments, the Reading Inventory, and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Implement City View Academic Parent Teacher Teams virtually and face to face in grades K-5 by providing hands on experience and resources for our families to support learning at home.	Title I and local funds	9/2021	Implementation: Parent Teacher Teams K-5 th will meet 4 times during the 2021-22 school year where teachers will share grade-level data with families and CCCs beginning in September. The administrators and the parent engagement coach will monitor the planning and implementation of the TAPP meetings, K-5 th to ensure the academic parent teacher teams process is carried out with fidelity. Artifacts/Evidence: TAPP activities, Parent calendars, Parent Facilitator schedule, CCC agenda, Participation reports, SMART goal Forms	Parent Engagement Coach , admin, teachers
2. Provide multiple virtual/face to face training opportunities for parents to assist their student at home in all academic areas.	Title I and local funds	9/2021	Implementation: The parent engagement coach and administration will monitor the calendar of events to ensure all scheduled events are communicated to the stakeholders and take place as scheduled. They will meet monthly to debrief and adjust as needed. Artifacts/Evidence: Parent engagement coach's monthly schedule of events, parent/school compact and policy, sign-in sheets, meeting notes	Parent Engagement Coach , admin
3. Provide online workshops and resources to parents to assist with online learning at home.	Title I and local funds	9/2021	Implementation: The parent engagement coach and teacher leaders will conduct monthly parent meetings beginning in September. Artifacts/Evidence: Virtual lesson plans, virtual training modules	Parent Engagement Coach , admin
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	



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STUDENT GROUPS					
Goal #2	Implement differentiated interventions through the Reading Workshop model to increase student reading proficiency as measured by standardized assessments, the Reading Inventory, and local school assessments during the 2021-2022 school year.				
Action Step(s)		Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support
Economically Disadvantaged	<p>Small group tutoring at school.</p> <p>Teachers will support students in small group guided reading instruction during worktime in the Readers Workshop Model Framework understanding in the classroom.</p>	20-day funds local funds	10/2021	<p>Implementation/Impact: Tutoring will begin in October. The administrators and academic coaches conduct bi-weekly walks during the tutors' instructional block to ensure quality instruction is being delivered and debrief with the BLT monthly.</p> <p>Artifacts/Evidence: Tutor lesson plans, walk through data, tutor time logs</p>	Admin, academic coaches
English Learners	<p>Implement a hybrid innovative ESL model in which Homeroom classroom has an endorsed or certified teacher in the room full time, along with provide pull-out for IELs and Push-in for writing conferencing and feedback.</p> <p>Provide literature options that include both English and Spanish text through library checkout.</p>	Title I and local funds	8/2021	<p>Implementation/Impact: The ESOL administrator and lead teachers will monitor the organization and implementation of the innovative ESL model to ensure compliance and accountability K-5th. (See the ESOL Improvement Plan FY 2021-22)</p> <p>Artifacts/Evidence: Class rosters, ESOL schedules, ESOL certifications, ESOL Improvement Plan FY 2021-22, and leveled books for classroom instruction.</p>	ESOL admin, teachers
Race / Ethnicity	<p>Provide literature options that offer a diversity of characters/experiences that are relevant to our student body understanding in the classroom.</p> <p>Devices and supplies will be distributed as needed to meet the needs of all students.</p>	Title I and local funds	9/2021	<p>Implementation/Impact: The media specialist will continually monitor our media collection and collaborate with CCC's to ensure our students have access to a diverse collection of mixed media.</p> <p>Artifacts/Evidence: classroom inventories, student writing, lesson plans</p>	Media specialist, teachers, admin
Foster and Homeless	Additional resources such as tutoring, transportation, etc. are available understanding in the classroom.	Title I and local funds	8/2021	<p>Implementation/Impact: The parent engagement coach/admin will continually monitor our student population and determine needs on a case-by-case basis.</p> <p>Artifacts/Evidence: Parent engagement calendar, sign in sheet, surveys.</p>	Admin, parent engagement coach



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Migrant	Students entering the school will have a WIDA Screener completed to determine appropriate student support and academic needs in the classroom.	Title I and local funds	8/2021	Implementation/Impact: The IEL/ESL Team monitors enrollment and completes WIDA Screener as needed. Artifacts/Evidence: Class rosters, enrollment records, assessment data	Instructional Coaches admin
Students with Disabilities	Special education teachers work collaboratively with general education teachers to provide continuity of instruction understanding in the classroom. Teachers will utilize Orton-Gillingham Strategies to provide specialized instruction understanding in the classroom.	Title I and local funds	8/2021	Implementation/Impact: Collaboration will begin in August and continue throughout the school year. Artifacts/Evidence: Team minutes, agendas, lesson plans, presentations, observations	Sped teachers, admin



TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM

COHERENT INSTRUCTIONAL SYSTEM				
GOAL #3	Implement the Math Workshop model to increase student math proficiency as measured by standardized assessments, the Math Inventory, and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. We will implement the Math Workshop using Opening, Worktime, and Closing Framework with fidelity in all classrooms understanding in the classroom.	Title I and local funds	8/2021	Implementation: The math coach and administration will walk each classroom biweekly to monitor implementation of MW and debrief during monthly BLT meetings. Impact: Each grade level will discuss the impact of MW during weekly collaboration, reviewing assessment data and modifying instruction as needed. Artifacts/Evidence: walk through data, student math data, GloSS data, MI data, observations	Math Coach, admin
2. Implement Number Talks consistently (K-5) in the classroom.	Title I and local funds	8/2021	Implementation: The math coach and administration will participate in weekly collaboration meetings to monitor the implementation of number talks and discuss at monthly BLT meetings. Impact: Each grade level will discuss the use of number talks during weekly collaboration, reviewing effective math strategies and modifying instruction as needed. Artifacts/Evidence: Student learning data, GloSS data, collaboration minutes, MI data	Math Coach, admin, teachers
3. Utilize Dreambox to increase fact fluency across grade levels in the following areas: KK and 1 st – number sense, 2nd-addition, 3 rd – addition/multiplication, 4th and 5th – multiplication understanding in the classroom.	Title I and local funds	8/2021	Implementation: The math coach and administration will walk each classroom biweekly to monitor implementation of Dreambox and debrief during monthly BLT meetings. Impact: Each grade level will discuss the impact of Dreambox during weekly collaboration, reviewing assessment data and modifying instruction as needed. Artifacts/Evidence: walk through data, student math data, Dreambox data, MI data, observations	Math Coach, admin, teachers
4. Purchase Laptops and cart to ensure DreamBox is implemented with fidelity understanding in the classroom.	Title I and local funds	11/2021	Implementation: The administration will monitor the implementation of Dreambox and debrief during Administration meetings. Impact: Admin will look at the data and discuss the impact of Dreambox during Administration meetings and modify instruction as needed. Artifacts/Evidence: Dreambox data, student data, MI data, observation	Admin
5. Incorporate instructional strategies using multiple modalities (visual, auditory, kinesthetic and tactile), including C-R-A, 4-Square, journaling, music, guided math, etc.	Title I and local funds	9/2021	Implementation: The math coach and administration will walk each classroom biweekly to monitor implementation/effectiveness of the instructional strategies and debrief during monthly BLT meetings. Impact: Teachers will collaborate with their grade level team to differentiate instruction and plan for each student/small group. Artifacts/Evidence: collaboration minutes/agendas, lesson plans, student learning data	RTI Coach, teachers



TITLE I

ASSESS. ACHIEVE. SUCCEED.

6. Utilize common unit assessments, GloSS, and other diagnostic resources to create small groups for differentiated instruction in the classroom.	Title I and local funds	9/2021	<p>Implementation: The Math coach and administration will participate in weekly collaboration meetings to monitor the implementation of math assessments and small groups and debrief at monthly BLT meetings.</p> <p>Impact: Each grade level will analyze student math data during weekly collaboration, discuss the impact of small groups, and review effective math strategies and modify instruction as needed.</p> <p>Artifacts/Evidence: common assessment data, GloSS data, small group plans, collaboration minutes, MI data</p>	Math Coach, admin, teachers
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TITLE I

ASSESS. ACHIEVE. SUCCEED.

EFFECTIVE LEADERSHIP

EFFECTIVE LEADERSHIP				
GOAL #3	Implement the Math Workshop model to increase student math proficiency as measured by standardized assessments, the Math Inventory, and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Communicate the Math goal developed by the building leadership team to the staff and stakeholders.	local funds	7/2021	Implementation: The administration will communicate the Math goal to the staff in July during preplanning, and to the PTA and School Council in September. Artifacts/Evidence: SIP/CNA, Preplanning agenda/minutes, PTA/School council agenda/minutes	Admin , math coach
2. Hire instructional coaches to provide differentiated professional development in the math workshop model and differentiated numeracy strategies understanding in the classroom.	local funds	7/2021	Implementation: Professional development will begin in July and continue throughout the school year. Artifacts/Evidence: Coaching log/binders, professional learning calendar	Admin
3. Hire a math lab teacher to support students with math and problem-solving understanding in the classroom.	local funds	7/2021	Implementation: The math lab will be part of the specials' rotation beginning August 2. Artifacts/Evidence: CCC agendas and minutes, Math samples/data, observation data	Admin
4. Ensure CCC's include discussions about the workshop model and effective instructional strategies.	Title I and local funds	8/2021	Implementation: CCC's will begin in August and continue throughout the school year. Grade level collaboration will begin in August and continue throughout the school year. Artifacts/Evidence: Preplanning agenda/training, lesson plans, walk through data, collaboration minutes, PD calendar/trainings	Admin , instructional coaches
5. Continue to develop a common understanding of what the Math Workshop looks like and sounds like understanding in the classroom.	Title I and local funds	8/2021	Implementation: The math lab will be part of the specials' rotation beginning August 2. The math coach will model the math workshop in monthly collaboration. The math coach and administration will walk each classroom biweekly to monitor implementation of MW and debrief during monthly BLT meetings to determine support needed at each grade level. Artifacts/Evidence: lesson plans, walk through data, observations	Math coach , admin , teachers



TITLE I

ASSESS. ACHIEVE. SUCCEED.

6. The Math Lab teacher will collaborate with the academic coaches and teachers to provide lessons and resources via CTLS.	Title I and local funds	8/2021	Implementation: The Math lab will be part of the specials' rotation beginning August 2. Collaboration will begin the week of August 2 and be ongoing. Artifacts/Evidence: lesson plans, collaboration minutes/agendas	Math Lab teacher, Math coach, teachers
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TITLE I

ASSESS. ACHIEVE. SUCCEED.

PROFESSIONAL CAPACITY

GOAL #3	Implement the Math Workshop model to increase student math proficiency as measured by standardized assessments, the Math Inventory, and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Attend the ESEA/Title 1 Conference to acquire research-based instructional strategies in Math.	Title I and local funds	2/16/2022-2/19/2022	Implementation: Teacher leaders will redeliver information to the staff through differentiated and collaborative sessions based on the teacher's previous level of training to increase teacher-based skills in reading. Artifacts/Evidence: Conference materials/agendas, meeting minutes and redelivery trainings	Admin
2. Continue training on Number Talks and incorporate Mountain Math Strategies to be understanding in the classroom.	Title I and local funds	8/2021	Implementation: The math instructional coach will continue the book study/training throughout the school year. Professional development will begin in August and be ongoing. Artifacts/Evidence: Lesson plans, model lessons, monthly training modules, walk though data	Math coach, admin
3. Purchase Mountain Math Site License to understanding in the classroom.	Title I and local funds	8/2021	Implementation: The math instructional coach will provide professional development in Mountain Math. Training will begin in July and be ongoing. Artifacts/Evidence: Training modules, agendas/minutes, PD calendar	Admin
4. The math coach will model lessons and support teachers in person, and through CTLS, and Teams.	Title I and local funds	8/2021	Implementation: The math coach and administration will walk each classroom biweekly to monitor implementation of MW and debrief during monthly BLT meetings to determine support needed at each grade level. Artifacts/Evidence: Walk though data, observations, coaching notes,	Math coach, admin
			Implementation: Artifacts/Evidence:	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #3	Implement the Math Workshop model to increase student math proficiency as measured by standardized assessments, the Math Inventory, and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Small group tutoring for kindergarten-5 th grade students struggling with math.	20-Day Funds, Title I Funds	10/2021	Implementation: The Math coach and administration will walk each classroom biweekly to monitor implementation of math workshop and debrief during monthly BLT meetings to determine support needed at each grade level. The BLT Team will identify students through a rank order in need of remediation. Impact: Each tutor will be assigned 3-6 students to receive extra math instruction 2 times a week. Tutors will collaborate with classroom teachers to differentiate the instruction. Artifacts/Evidence: Lesson plans, GloSS data, tutoring schedules	Admin, tutors
2. Teachers will support students in Small Group Guided instruction during Worktime in the Workshop Model Framework understanding in the classroom. Small group instruction will be support by Title I funded paraprofessionals.	Title I and local funds	9/2021	Implementation: Students will be placed in differentiated flexible groups based on assessments given for small group learning. The math coach and administration will walk each classroom biweekly to monitor implementation of small groups and debrief during monthly BLT meetings. Impact: Grade levels will collaborate weekly to discuss the successes and challenges of small groups and modify instruction as needed. Artifacts/Evidence: Ongoing assessments, teacher observation, GloSS Assessment, SKI, and lesson plans	Math coach, admin
3. Classrooms will support small group and one-on-one learning during worktime in the Workshop Model Framework understanding in the classroom. Small group instruction will be support by Title I funded paraprofessionals.	Title I and local funds	9/2021	Implementation: The math coach and administration will walk each classroom biweekly to monitor implementation/effectiveness of small groups and debrief during monthly BLT meetings. Impact: Tutors will collaborate with the classroom teachers to differentiate instruction and plan for each student. Artifacts/Evidence: Tutor schedules, lesson plans	Math coach, admin
4. Research based interventions (F.C.R.R., CSIS, Numeracy Project) implemented during worktime in the Workshop Model Framework.	Title I and local funds	9/2021	Implementation: The Math coach and administration will walk each classroom biweekly to monitor implementation/effectiveness of the interventions and debrief during monthly BLT meetings. Impact: Teachers will collaborate with their grade level team to differentiate instruction and plan for each student. Artifacts/Evidence: collaboration minutes/agendas, lesson plans, student learning data	RTI coach, teachers



TITLE I

ASSESS. ACHIEVE. SUCCEED.

5. Teachers and tutors will create a supportive learning environment using Coach Digital to offer differentiated lessons in reading and writing understanding in the classroom.	Title I and local funds	10/2021	Implementation: Coaches and administration will continually monitor the data to form flexible small groups for school wide remediation. Impact: Grade levels will discuss the impact of the school wide remediation during weekly collaboration, reviewing assessment data and strategies and modifying instruction as needed. Artifacts/Evidence: collaboration minutes and agenda, lesson plans	Admin, coaches, teachers
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TITLE I

ASSESS. ACHIEVE. SUCCEED.

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #3	Implement the Math Workshop model to increase student math proficiency as measured by standardized assessments, the Math Inventory, and local school assessments during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Implement City View Academic Parent Teacher Teams virtually and face to face in grades K-5 by providing hands on experience and resources for our families to support learning at home.	Title I and local funds	9/2021	Implementation: Parent Teacher Teams K-5 th will meet 4 times during the 2021-22 school year where teachers will share grade-level data with families and CCCs beginning in September. The administrators and the parent engagement coach will monitor the planning and implementation of the TAPP meetings, K-5 th to ensure the academic parent teacher teams process is carried out with fidelity. Artifacts/Evidence: TAPP activities, Parent calendars, Parent Facilitator schedule, CCC agenda, Participation reports, SMART goal Forms	Parent Engagement Coach , admin, teachers
2. Provide multiple virtual and/or face to face training opportunities for parents to assist their student at home in all academic areas.	Title I and local funds	9/2021	Implementation: The parent engagement coach and administration will monitor the calendar of events to ensure all scheduled events are communicated to the stakeholders and take place as scheduled. They will meet monthly to debrief and adjust as needed. Artifacts/Evidence: Parent engagement coach's monthly schedule of events, parent/school compact and policy, sign-in sheets, meeting notes	Parent Engagement coach , admin
3. Provide online training opportunities for parents to assist with learning at home.	Title I and local funds	9/2021	Implementation: The parent engagement coach and teacher leaders will conduct monthly parent meetings beginning in September. Artifacts/Evidence: Virtual lesson plans, virtual training modules	Parent Engagement coach , admin
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	



STUDENT GROUPS					
Goal #3	Implement the Math Workshop model to increase student math proficiency as measured by standardized assessments, the Math Inventory, and local school assessments during the 2021-2022 school year.				
	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	Small group tutoring after school	20-day funds, local funds	10/2021	Implementation/Impact: Tutoring will begin in October. The administrators and instructional coaches conduct bi-weekly walks during the tutors' instructional block to ensure quality instruction is being delivered and debrief with the BLT monthly. Artifacts/Evidence: Tutor lesson plans, walk through data, tutor time logs	Admin, instructional coaches
English Learners	Implement an innovative ESL model in which each classroom has at least one ESL endorsed or certified teacher in the room full time. Provide math literature options that include both English and Spanish text through library checkout.	Title I and local funds	8/2021	Implementation/Impact: The ESOL administrator and lead teachers will monitor the organization and implementation of the innovative ESL model to ensure compliance and accountability K-5 th . (See the ESOL Improvement Plan FY 2021-22) Artifacts/Evidence: Class rosters, ESOL schedules, ESOL certifications, ESOL Improvement Plan FY 2021-22, and leveled books for classroom instruction.	ESOL Admin, teachers
Race / Ethnicity	Provide math literature options that offer a diversity of characters/experiences that are relevant to our student body understanding in the classroom.	Title I and local funds	8/2021	Implementation/Impact: The media specialist will continually monitor our media collection and collaborate with CCC's to ensure our students have access to a diverse collection of mixed media. Artifacts/Evidence: classroom inventories, student writing, lesson plans	Media Specialist, teachers
Foster and Homeless	Additional resources such as tutoring, transportation, etc. are available to be understanding in the classroom. Devices and supplies will be distributed to ensure that all students' needs are met.	Title I and local funds	8/2021	Implementation/Impact: The parent engagement coach/admin will continually monitor our student population and determine needs on a case-by-case basis. Artifacts/Evidence: Parent engagement calendar, sign in sheet, surveys.	Admin, parent engagement coach
Migrant	Students entering the school will have a WIDA Screener completed to determine appropriate student support and academic needs understanding in the classroom.	Title I and local funds	8/2021	Implementation/Impact: The IEL/ESL Team monitors enrollment and completes WIDA Screener as needed. Artifacts/Evidence: Class rosters, enrollment records, assessment data	Academic coaches, admin



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Students with Disabilities	Special education teachers work collaboratively with general education teachers to provide continuity of instruction understanding in the classroom.	Title I and local funds	8/2021	Implementation/Impact: Collaboration will begin in August and continue throughout the school year. Artifacts/Evidence: Team minutes, agendas, lesson plans, presentations, observations	Sped teachers, admin
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TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM

GOAL #4	We will implement Social Emotional Learning (Second Step, Restorative Practices, PBIS & Trauma-Informed Practices) to decrease the overall number of classroom disruptions as measured by PBIS data, counseling referrals, social worker referrals and administrative referrals for the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Teachers will implement Second Step curriculum to teach students to recognize and manage emotions, teach conflict resolution skills, develop empathy and increase social skills proficiency. Students will use skills across a variety of environments.	Title I and local funds	8/2021	Implementation: Coaches and administration will continue to train teachers on making connections (text, self, world) and model how to relate our behavior expectations to the text, world and self within the Second Step lessons. Coaches and administration will walk classrooms biweekly to monitor the implementation of Second Step and discuss at monthly BLT meetings. Impact: Grade levels will discuss the impact of Second Step in weekly collaboration and modify instruction as needed. Artifacts/Evidence: Administrative/counselor check-ins/observations, collaboration minutes	Admin, teachers
2. Teachers will continue to use PBIS rewards system to motivate students to be in class with fewer interruptions in the classroom.	Title I and local funds	8/2021	Implementation: Coaches and administration continue to train teachers during pre-planning with implementation first day of school. Administration will monitor the usage of PBIS Rewards and discuss at monthly BLT meetings. Impact: Grade levels will discuss the usage and effectiveness of PBIS Rewards at weekly collaboration and adapt usage as needed. Artifacts/Evidence: PBIS rewards system reports, attendance reports and discipline reports, collaboration minutes/agendas	Admin, teachers
3. Teachers will make parental contact when students are absent from class three times in the classroom not related to quarantine.	Title I and local funds	8/2021	Implementation: The administration and coaches will set teacher expectations in August with implementation on day one. Impact: The parent engagement coach will meet with grade levels to discuss attendance incentives. Artifacts/Evidence: Teacher contact logs, attendance reports, collaboration minutes/agendas	Admin, teachers, parent engagement coach
4. Staff will conduct daily check-ins with students who have 10 or more absences not related to quarantine.	Title I and local funds	9/2021	Implementation: The administration and coaches will monitor absences and begin daily check-ins as soon as students reach 10 absences and continue until the end of year. Impact: The parent engagement coach will meet with grade levels to discuss attendance and check-ins. Artifacts/Evidence: check-in calendars, collaboration minutes	Admin, teachers, parent engagement coach, counselors



TITLE I

ASSESS. ACHIEVE. SUCCEED.

5. School counselors and the PBIS team will conduct small group behavior intervention meetings with students who are identified as needing support in the classroom.	Title I and local funds	9/2021	Implementation: Students will be placed in small groups based on teacher recommendation. The counselors and PBIS team will meet biweekly to discuss the implementation of small groups and debrief during monthly BLT meetings. Impact: Grade levels will collaborate weekly to discuss the successes and challenges of behavior in small groups and modify the groups as needed. Artifacts/Evidence: student check-in, teacher observation, behavior interventions	Counselors, admin
6. Directly teach expectations in the context of all academic (and other classroom) routines understanding in the classroom. For example, explicitly teach (i.e., show, practice, and monitor) students how to attend and actively engage within all types of instructional routines (large group teacher-directed instruction, small collaborative group instruction, independent work).	Title I and local funds	8/2021	Implementation: The coaches and administration will walk each classroom biweekly to monitor implementation of PBIS expectations and debrief during monthly BLT meetings. Impact: Each grade level will discuss the impact of PBIS expectations during weekly collaboration, reviewing behavior data and modifying instruction as needed. Artifacts/Evidence: walk through data, student behavior data, observations	Teachers, admin



TITLE I

ASSESS. ACHIEVE. SUCCEED.

EFFECTIVE LEADERSHIP

GOAL #4	We will implement Social Emotional Learning (Second Step, Restorative Practices, PBIS & Trauma-Informed Practices) to decrease the overall number of classroom disruptions as measured by PBIS data, counseling referrals, social worker referrals and administrative referrals for the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
1. Teachers monitor absences consistently and make parental contact with students with 3 and 5 absences not related to quarantine. Students with 7 or more absences not related to quarantine referred to counselors and social worker understanding in the classroom.	Title I and local funds	8/2021	Implementation: The administration and coaches will monitor absences and begin daily check-ins as soon as students reach 10 absences not related to quarantine and continue until the end of the year. Artifacts/Evidence: check-in calendars, collaboration minutes, attendance reports	Admin, parent engagement coach
2. Leadership will set expectations that teachers will contact parents/guardians after a student has missed 3 days of school not related to quarantine with documented contact understanding in the classroom.	Title I and local funds	7/2021	Implementation: The administration and coaches will set teacher expectations in August with implementation on day one. The parent engagement coach will meet with grade levels to discuss attendance and contact logs. Artifacts/Evidence: Teacher contact logs, attendance reports, collaboration minutes/agendas	Admin, parent engagement coach
3. Leadership will set the expectation that the PBIS rewards system will be used consistently by all teachers and admin understanding in the classroom.	Title I and local funds	7/2021	Implementation: The administration and coaches will set teacher expectations in August with implementation on day one. The parent engagement coach will meet with grade levels to discuss attendance and contact logs. Artifacts/Evidence: Teacher contact logs, attendance reports, collaboration minutes/agendas	Admin
4. Leadership will set expectations for counseling groups and how students are identified for support understanding in the classroom.	Title I and local funds	7/2021	Implementation: Students will be placed in differentiated flexible groups based on assessments given for small group learning. The coaches and administration will walk each classroom biweekly to monitor implementation of small groups and debrief during monthly BLT meetings. Artifacts/Evidence: Ongoing assessments, teacher observation, behavior interventions, PBIS Reports	Admin
5. School counselors will collaborate with teachers to provide PBIS/SEL lessons via CTLS Learn.	Title I and local funds	8/2021	Implementation: Collaboration will begin in August and continue throughout the school year. Artifacts/Evidence: Team minutes, agendas, lesson plans, observations	Admin, counselors



TITLE I

ASSESS. ACHIEVE. SUCCEED.

6. Teachers will participate in local school training on Restorative Practices, Trauma-Informed Practices, Social Emotional Learning, Second Step and PBIS.	Title I and local funds	7/2021	Implementation: Coaches and administration will continue to train teachers in Restorative Practices, Trauma-Informed Practices, Social Emotional Learning, Second Step and PBIS. Coaches and administration will walk classrooms biweekly to monitor the implementation of these strategies and discuss at monthly BLT meetings. Artifacts/Evidence: observations, collaboration minutes, training modules	Admin
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TITLE I

ASSESS. ACHIEVE. SUCCEED.

PROFESSIONAL CAPACITY

GOAL #4	We will implement Social Emotional Learning (Second Step, Restorative Practices, PBIS & Trauma-Informed Practices) to decrease the overall number of classroom disruptions as measured by PBIS data, counseling referrals, social worker referrals and administrative referrals for the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Training on the use of PBIS Rewards App to all teachers and Admin	Title I and local funds	7/2021	Implementation: Coaches and administration continue to train teachers during pre-planning with implementation first day of school. Administration will monitor the usage of PBIS Rewards and discuss at monthly BLT meetings. Grade levels will discuss the usage and effectiveness of PBIS Rewards at weekly collaboration and adapt usage as needed. Artifacts/Evidence: PBIS rewards system reports, attendance reports and discipline reports, collaboration minutes/agendas	Admin, PBIS Team
2. Continue to implement PBIS as designed understanding in the classroom.	Title I and local funds	8/2021	Implementation: The coaches and administration will walk each classroom biweekly to monitor implementation of PBIS expectations and debrief during monthly BLT meetings. Each grade level will discuss the impact of PBIS expectations during weekly collaboration, reviewing behavior data and modifying instruction as needed. Artifacts/Evidence: walk through data, student behavior data, observations	Admin, PBIS Team
3. Train teachers in Restorative Practices/Trauma Informed Practices/Second Step Curriculum	Title I and local funds	10/2021	Implementation: Coaches and administration will continue to train teachers in Restorative Practices, Trauma-Informed Practices, Social Emotional Learning, Second Step and PBIS. Coaches and administration will walk classrooms biweekly to monitor the implementation of these strategies and discuss at monthly BLT meetings. Artifacts/Evidence: observations, collaboration minutes, training modules	Admin, PBIS Team
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	



TITLE I

ASSESS. ACHIEVE. SUCCEED.



TITLE I

ASSESS. ACHIEVE. SUCCEED.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #4	We will implement Social Emotional Learning (Second Step, Restorative Practices, PBIS & Trauma-Informed Practices) to decrease the overall number of classroom disruptions as measured by PBIS data, counseling referrals, social worker referrals and administrative referrals for the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
1. Purchase PBIS Rewards App for students, teachers and administration to be used to continue creating a positive culture to support learning with training provided by the PBIS committee.	Title I and local funds	7/2021	Implementation: Coaches and administration continue to train teachers in pre-planning with implementation first day of school. Administration will monitor the usage of PBIS Rewards and discuss at monthly BLY meetings. Impact: Grade levels will discuss the usage and effectiveness of PBIS Rewards at weekly collaboration and adapt usage as needed. Artifacts/Evidence: PBIS rewards system reports, attendance reports and discipline reports, collaboration minutes/agendas	Admin
2. Coordinate Student Rewards incentives for students participating in small group counseling for behavior and students receiving Tier II behavior supports (CICO, Check and Connect) understanding in the classroom.	Title I and local funds	9/2021	Implementation: Beginning once students are identified as needing additional support and continuing to the end of the year. Impact: The PBIS Team will meet with the grade levels to discuss PBIS Rewards and incentives for small groups and individuals. Artifacts/Evidence: PBIS Reports, collaboration minutes, check-in sheets	Admin, parent engagement coach, counselors
3. PBIS Team will conduct individualized behavior interventions, Check In, Check Out and Check and Connect, with students identified as needing support understanding in the classroom.	Title I and local funds	8/2021	Implementation: The administration and coaches will monitor behavior referrals and begin daily check-ins as soon as students reach 3 referrals, continuing until the end of year. Impact: The counselors will meet with grade levels to discuss behavior incentives and check-ins. Artifacts/Evidence: check-in calendars, collaboration minutes	Admin, counselors
4. Coordinate Student Rewards incentives for PBIS Tier I supports understanding in the classroom.	Title I and local funds	8/2021	Implementation: The school store will be open daily beginning September 4 th , monthly drawings and classroom rewards will begin the first week of school. Impact: The PBIS Team will meet with the grade levels to discuss PBIS Rewards and incentives. Artifacts/Evidence: PBIS Reports, collaboration minutes	Admin, counselors
5.			Implementation: Impact: Artifacts/Evidence:	



FAMILY AND COMMUNITY ENGAGEMENT

GOAL #4	We will implement Social Emotional Learning (Second Step, Restorative Practices, PBIS & Trauma-Informed Practices) to decrease the overall number of classroom disruptions as measured by PBIS data, counseling referrals, social worker referrals and administrative referrals for the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
1.Implement City View Academic Parent Teacher Teams virtually and face to face in grades K-5 by providing hands on experience and resources for our families to support learning at home.	Title I and local funds	9/2021	Implementation: Parent Teacher Teams K-5 th will meet 4 times during the 2021-22 school year where teachers will share grade-level data with families and CCCs beginning in September. The administrators and the parent engagement coach will monitor the planning and implementation of the TAPP meetings, K-5 th to ensure the academic parent teacher teams process is carried out with fidelity. Artifacts/Evidence: TAPP activities, Parent calendars, Parent Facilitator schedule, CCC agenda, Participation reports, SMART goal Forms	Parent Engagement Coach , admin, teachers
2. Parent Facilitator, counselors and PBIS team will meet with families on how to promote SEL and positive parenting strategies.	Title I and local funds	8/2021	Implementation: The parent engagement coach and administration will monitor the calendar of events to ensure all scheduled events are communicated to the stakeholders and take place as scheduled. They will meet monthly to debrief and adjust as needed. Artifacts/Evidence: Parent engagement coach’s monthly schedule of events, parent/school compact and policy, sign-in sheets, meeting notes	Admin , parent engagement coach, PBIS team
3. Parent Facilitator, counselors and PBIS team will train families on the Second Step Curriculum used in the classroom.	Title I and local funds	8/2021	Implementation: The parent engagement coach and teacher leaders will conduct monthly parent meetings beginning in September. Artifacts/Evidence: Virtual lesson plans, virtual training modules	Admin , parent engagement coach, PBIS team
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	



STUDENT GROUPS					
Goal #4	We will implement Social Emotional Learning (Second Step, Restorative Practices, PBIS & Trauma-Informed Practices) to decrease the overall number of classroom disruptions as measured by PBIS data, counseling referrals, social worker referrals and administrative referrals for the 2021-2022 school year.				
	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	Small group instruction Social Emotional Learning (Restorative Practices, Trauma-Informed Practices, Second Step and PBIS)	20-day funds, local funds	9/2021	Implementation/Impact: Tutoring will begin in October. The administrators and academic coaches conduct bi-weekly walks during the tutors' instructional block to ensure quality instruction is being delivered and debrief with the BLT monthly. Artifacts/Evidence: Tutor lesson plans, walk through data, tutor time logs	PBIS team, admin
English Learners	Support Spanish-speaking parents through parent facilitators. Small group instruction, vocabulary development and language needs will be addressed in reference to PBIS. All PBIS elements, classroom and community related, are bilingual.	Title I and local funds	8/2021	Implementation/Impact: The ESOL administrator and lead teachers will monitor the organization and implementation of the innovative ESL model to ensure compliance and accountability K-5 th . (See the ESOL Improvement Plan FY 2021-22) Artifacts/Evidence: Class rosters, ESOL schedules, ESOL certifications, ESOL Improvement Plan FY 2021-22, and leveled books for classroom instruction.	Parent Engagement coach, PBIS team
Race / Ethnicity	Provide materials that represent diverse characters/experiences that are relevant to our student body.	Title I and local funds	8/2021	Implementation/Impact: The media specialist will continually monitor our media collection and collaborate with CCC's to ensure our students have access to a diverse collection of mixed media. Artifacts/Evidence: classroom inventories, student writing, lesson plans	Media specialist, PBIS team
Foster and Homeless	Additional resources such as tutoring, transportation, etc. are available.	Title I and local funds	8/2021	Implementation/Impact: The parent engagement coach/admin will continually monitor our student population and determine needs on a case-by-case basis. Artifacts/Evidence: Parent engagement calendar, sign in sheet, surveys.	Admin, school social worker



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Migrant	Students entering the school will have a WIDA Screener completed to determine appropriate student support and academic needs.	Title I and local funds	8/2021	Implementation/Impact: The IEL/ESL Team monitors enrollment and completes WIDA Screener as needed. Artifacts/Evidence: Class rosters, enrollment records, assessment data	Academic coaches, admin
Students with Disabilities	Special education teachers work collaboratively with general education teachers to provide continuity of instruction/behavior expectations.	Title I and local funds	8/2021	Implementation/Impact: Collaboration will begin in August and continue throughout the school year. Artifacts/Evidence: Team minutes, agendas, lesson plans, presentations, observations	Sped Teachers, PBIS team

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 a plan shall be in an understandable and uniform format and, to an 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 faculty 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)

City View Elementary will provide on-going professional development, virtually and in-person, for all staff in order to continually improve teaching and learning. City View will review and reflect on student learning data and teacher needs, plan and implement meaningful development opportunities that target student outcomes and the differentiated needs of our teachers. Teachers will have opportunities to implement professional learning in their classrooms, as well as opportunities to work with academic coaches, and observe in other classes. Our collaborative grade level teams, as well as



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our vertical collaborative communities will continually focus on student learning, reflecting on our practices, and adapting what we do to meet the students' needs.

Professional learning will be differentiated according to teachers' needs. We will assess teachers' needs in a variety of ways including surveys, observations, and teacher feedback. The academic coaches will have a model classroom to model instructional practices. They will also work with individual teachers and their specified content areas to support curriculum, assessment, and instruction. The professional development calendar/plan will be created and shared in pre-planning and be continually modified to meet City View's virtual and in-person needs.

We will conduct on-going differentiated professional learning in the development and implementation of the workshop model in math, reading and writing. We will conduct differentiated training in Number Talks, according to teachers' needs. Our Collaborative Communities and data teams will focus on analyzing student learning data to guide our instructional practices.

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)



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All students at City View 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 positions. 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 hosting 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.

City View Elementary School

At City View 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.

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.)

- A. City View Elementary School implements a school-wide Title I Plan. The plan includes strategies which specifically address school wide goals for improving student performance in Balanced Literacy and Math. Strategies implemented include small group instruction, Innovative ESOL Instructional Model, Reduced Class Size EIP Instructional Models and Dual Language Instruction, grades 1-5. To support the vast needs of the students and their families, City View offers comprehensive educational services that include a Social Worker, Counselors, Psychological Services, Literacy Specialists, Academic Coaches, Interventionists and Food Pantry Services.
- B. City View Elementary School has been identified as a PBIS School by the State Department of Education. PBIS includes preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Classroom and school wide PBIS strategies have been identified to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. The PBIS Professional Learning Community uses a data driven process to determine the needs of students, to assess and evaluate the effectiveness of the approach, and to provide alternative solutions to problematic behavior. Students who do not respond to Tier 1 PBIS Strategies will utilize Tier 2 and Tier 3 PBIS Strategies, such as check in/check out, and check and connect. The PBIS team will continually review the data to monitor the effectiveness of the program and adjust as needed. Students who continue to struggle with behavior will be referred to RTI tier 2 and 3. The PBIS team collaborate with the classroom teachers to put specific strategies in place for those students.

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



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(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)]**

City View Elementary School has been identified as a PBIS School by the State Department of Education. PBIS includes preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Classroom and school wide PBIS strategies have been identified to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. The PBIS Professional Learning Community uses a data driven process to determine the needs of students, to assess and evaluate the effectiveness of the approach, and to provide alternative solutions to problematic behavior.

City View Elementary School is implementing Second Step (K-5th) daily to address the social-emotional needs of all our students, but specifically our subgroups of students.



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



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City View Elementary School has traditionally provided support for students transitioning from the Primary to the Intermediate programs and for students entering middle school. Our transition plans included a student and parent orientation night in the Spring of each year. Parents and students are invited to tour the facility, meet the administrators, support staff, and teachers, and ask questions regarding the transition and programming. The rising second graders come over in May to participate in a day in the life of a second grader. Our rising 6th grade students and parents participate in middle school parent night and a day tour of middle school for students. Transition questions are addressed to assist students and parents in making smooth transition. Additionally, each summer we hosted a Summer Enrichment Camp for rising Second Grade Students to assist in learning rituals and routines. In the school year 2020-21, we merged the Primary and Intermediate programs to create a Kindergarten-Fifth grade program. Our transition plans now include a student and parent orientation night in the Summer of each year. Parents and students will be invited to tour the facility, meet the administrators, support staff, and teachers, and ask questions regarding the transition to Kindergarten and programming, etc.

Counselors will create lessons to support students in preparation for transition to the next grade level throughout the school year. These lessons will prepare students for expectations in skills needed to be successful for next school year. Counselors will also create lessons throughout the year on different careers which will culminate with Career Days in the spring.

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)]



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City View Elementary School is a school-wide Title I Program.

City View Elementary has hired instructional coaches to support instruction. The coaches are not assigned to classrooms.

Math Lab: Provide extra fluency practice in small groups and through technology and teaching Number Talks' strategies that allow students to share their mathematical thinking.

Science Lab: Provide hands on science learning opportunities for students that will ensure that science language and content is not only heard but understood by all students.

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.



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ASSESS. ACHIEVE. SUCCEED.

City View Elementary School has inventoried and labeled all Title I technology and resources and they are in a central location for daily and long-term checkout. Resources such as books, manipulatives, etc... are available for extended checkout, while technology is checked in and out daily. The checkout system is managed by our academic coaches.

ADDITIONAL RESPONSES

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



Required Question (Coordination and Integration of Funds) Describe how the program 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.

City View Elementary has integrated resources from GaDOE to develop a comprehensive parent engagement program based on the components of APTT (Academic Parent Teacher Teams).

City View Elementary has been selected for the FFVP (Fresh Fruit and Veggie Program) grant. This makes it possible for fresh fruit and vegetables (nutrition) to be provided separately from lunch and breakfast meals during the school day.

City View Elementary works collaboratively with the area social worker to provide information on local services and targeted support. The information is shared directly with parents through the CTLS (Cobb Teaching and Learn Support) parent messaging system. This targeted support is provided through a weekly email highlighting federal, state, and local agency in the areas housing, childcare, financial assistance, educational and career programs. Information and assistance are provided in obtaining assistance from federal housing programs, Cobb Works training and job employment programs, federal food assistance programs and childcare through ASP (after-school program) scholarships. City View Elementary partners with local agencies that provide targeted assistance on an as needed basis are Sweetwater Mission, Must Ministries, and Family Life Restorations.