

Y23 Summit Title I Plan

School Name:	Summit Elementary		
LEA Name:	Cache County School District		
Title I Director:	Paula Hull	Signature: <i>Paula Hull</i>	

Stakeholder Planning Team – ESEA Sec. 1114(b)(2)

A comprehensive Title I schoolwide program plan must be developed or revised with the meaningful involvement of parents, other members of the community, and individuals who will carry out the implementation of the plan, including teachers, principals, other school leaders, paraprofessionals, the local educational agency (LEA), and to the extent feasible, tribes and tribal organizations present in the school community. If the plan is for a secondary school, students should be involved. If appropriate, specialized instructional support personnel, technical assistance providers, school support staff, and other individuals selected by the school may be involved in the plan development (Section 1114(b)(2)).

	Name	Title	Signature
Title I Planning Team	Aimee McNeil	Principal	Signatures on file at school
	Rebecca Olson	Title I/Literacy Facilitator	Signatures on file at school
	Hilary Bair	Faculty Member	Signatures on file at school
	Sarah Francis	Faculty Member	Signatures on file at school
	Melissa Shelton	Faculty Member	Signatures on file at school
	Angela Gibbons	Parent Representative	Signatures on file at school
	Carrie Reese	Parent Representative	Signatures on file at school
	Michelle Evans	Parent Representative	Signatures on file at school
	Jamie Hatch	Parent Representative	Signatures on file at school
	Emily Munk	Parent Representative	Signatures on file at school
	Lisa Bleazard	Parent Representative	Signatures on file at school
	Jan Warren	Administrative Assistant	Signatures on file at school
	Nicole Zollinger	Community/Business Representative	Signatures on file at school

I certify that the development of this Title I Schoolwide Program Plan included the meaningful involvement of the individuals listed above:

LEA Title I Director	Paula Hull	Signature: <i>Paula Hull</i>
Principal	Aimee McNeil	Signature:

Comprehensive Needs Assessment (CNA) – ESEA Sec. 1114(b)(6)

Schools implementing a schoolwide Title I program must conduct a comprehensive needs assessment of the entire school. The needs assessment takes into account information on the academic achievement of students in relation to the State's challenging academic standards, particularly the needs of children who are failing, or are at-risk of failing, to meet the academic standards and any other factors as determined by the local educational agency. The comprehensive needs assessment is a systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school that affect student performance. The key is identifying student needs through a variety of information-gathering techniques. Thus collecting and analyzing student data in relation to challenging State academic standards. The needs assessment also sheds light on the needs of the entire school program. All students benefit from the interventions and services made possible through a Title I schoolwide program; however, schools should place emphasis on implementing strategies that help learners struggling to meet state academic standards. In its needs assessment, schools must describe students' demographics, levels of achievement, family engagement, school culture and climate, and staffing. A data analysis summary must be included, which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students. A needs assessment includes measureable outcomes, and documents how the school uses data to reach outcomes. This documentation must include a detailed analysis of disaggregated student groups. LEAs must also examine student, teacher, and school community strengths and needs. Needs assessments include both the LEA's and the school's priorities.

Demographic data	Enrollment:	708				
	Economically Disadvantaged:		46.33%			
	SEM Students:		3.53%			
	Asian		0.85%			
	African American:		1.27%			
	Hispanic		10.88%			
	American Indian:		9.18%			
	Pacific Islander:		1.13%			

Student achievement trends, including both proficiency and growth in core academic subjects:	Overall School Performance	Spring 2021-22 Acadience Report	2021-22 iReady Typical Growth Report				
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Data analysis summary (measureable outcomes and how the school uses data to reach outcomes)

Summit Elementary uses a variety of data measurements each year to analyze the progress of our students across all academic subjects. Each spring we analyze our final assessments from the previous year in addition to monthly progress monitoring tools to make realistic, yet challenging goals for the following year. Summit Elementary also uses grade-level spreadsheets that are shared with the principal to report progress. These spreadsheets include data for reading, writing, and math. This data, including Acadience and RISE data, is used to determine our school's strengths and weaknesses, which drives our decisions in making school-wide goals. The full reports are found in the folder sent with the plan.

The findings of the data analysis for the 2021-22 school year are as follows: 78% of Summit Elementary students in grades K-6 demonstrated proficiency based on the Acadience Assessment composite score during the Spring 2021-22 session; Students in 1st-6th grade demonstrated 73% typical growth on the iReady diagnostic for MOY 2021-22. To reach our outcomes in reading, we checked our progress throughout the year using Acadience progress monitoring, Acadience fall and winter benchmarks, and Tier II in-program data. In math, formative assessment, iReady MyPath results, and end-of-chapter GO Math assessments were utilized in informing classroom instruction and Tier II interventions. This data was collected and then evaluated in grade-level PLCs and with the principal to track progress and adapt goals to reach our desired outcomes. We were excited to see the growth of our students, which was a direct result of the concentrated efforts our staff has made to improve classroom instruction and interventions to maximize student learning and achievement.

Detailed analysis of disaggregated student groups

Below is a detailed analysis of disaggregated student groups by assessment for 2021-22. Acadience Assessment: 62% kindergarten proficiency on end-of-year reading composite score; 76% 1st grade proficiency on end-of-year reading composite score; 73% 2nd grade proficiency on end-of-year reading composite score; 88% 3rd grade proficiency on end-of-year reading composite score; 82% 4th grade proficiency on end-of-year reading composite score; 83% 5th grade proficiency on end-of-year reading composite score; 83% 6th grade proficiency on end-of-year composite score. iReady typical growth: 55% 1st grade typical growth on iReady diagnostic assessment; 89% 2nd grade typical growth on iReady diagnostic assessment; 81% 3rd grade typical growth on iReady diagnostic assessment; 39% 4th grade typical growth on iReady diagnostic assessment; 83% 5th grade typical growth on iReady diagnostic assessment; 93% 6th grade typical growth on iReady diagnostic assessment. RISE Assessment 2021-22: 48% overall ELA; 57% overall Math; 52% overall Science; 3rd grade 59% proficiency in ELA, 75% proficiency in Math; 4th grade 57% proficiency in ELA, 55% proficiency in Math, 52% in Science; 5th grade 38% proficiency in ELA, 60% proficiency in Math, 55% proficiency in Science; 6th grade 44% proficiency in ELA, 44% proficiency in Math, 54% proficiency in Science.

School culture and climate	Summit Elementary has an inviting and happy atmosphere where students feel safe and supported in their learning. Teachers, staff, students, parents, and administration work collaboratively to provide a positive learning environment. We have a "Watch Dogs" program that promotes "father figures" volunteering at recess and in classrooms. We have a Donuts and Dads Night when we introduce the program and serve the father figures and children donuts and allow them to sign up for volunteer times throughout the year. These events are also to promote "fathers" getting involved in their children's education. We provide extra programs to reach out and educate parents with our Back to School Night, Literacy Night, STEM Fest, and Kindergarten Prep activities. Parents are kept informed by using the school website, receiving reminders through PowerSchool's SwiftK12, reading the monthly PTA newsletter, and accessing their students scores through Powerschool. Our PTA hosts several events for us and is an integral part of our school climate. We have reading and math incentive programs that encourage student effort and greatly improve the students love of learning and performance. Our safety plan is current and all staff members have been trained on how to implement it through the use of a parent reunification plan if necessary. Our teachers actively work in professional learning communities (PLCs) to pace their classrooms together, plan their lessons, decide on the most effective assessments, and analyze data across the grade level to make constant improvements. All teachers work collaboratively to consistently implement student engagement strategies. Our school counselor also visits each class multiple times throughout the year teaching positive habits and social skills based off of Summit's HERO theme for 2022-23 (Helping, Exceptional, Responsible, Optimistic). We are all proud of the atmosphere found at Summit, which has been a result of the hard work, time, and collaborative efforts of our school community.
Staffing (teacher and paraprofessional qualification):	100% of our teachers are highly qualified
Course-taking patterns (secondary):	N/A
Course-taking patterns (secondary):	N/A
College entrance testing:	N/A

Staff Qualifications – ESEA Sec. 1111(g)(2)(J)

<input checked="" type="checkbox"/>	All teachers are state certified, i.e., have a Professional License, Associate License, or LEA-Specific License (Board Rule R277-301) and appear as USOE Qualified in CACTUS.
<input checked="" type="checkbox"/>	All instructional paraprofessionals are highly qualified, i.e., a high school graduation/GED and one of the following: an associate degree (or higher); at least 48 semester hours at an accredited college or university, or a score of 460 or higher on the ParaPro Assessment.

Develop a Comprehensive Schoolwide Plan – ESEA Sec. 1114(b)(7)

Schoolwide Title I programs must have a schoolwide focus. Schoolwide programs should focus on supporting all students within the school, including each disaggregated student group, in meeting the challenging state academic standards. ESSA includes a focus on a well-rounded education. There are several ways to ensure the plan addresses a schoolwide focus:

- Targeting a range of subjects, including literacy, science, and mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

ESSA requires the implementation of evidence-based activities, strategies, or interventions (Section 8101 (21)(A)). Identify and describe the evidence-based schoolwide reform goals and strategies, directly aligned with the school's comprehensive needs assessment, that provide opportunities for all students to meet the State's proficient or advanced levels of academic achievement. Provide information on how the selected evidence-based strategies will increase student achievement in underperforming disaggregated student groups. Describe how the reform strategies will be evaluated for effectiveness. Outline staffing plans, professional development strategies, and intended measureable outcomes. The plan must show how you will increase the quality and quantity of learning. This includes detailing specific programs and activities that meet the evidence requirements under the ESSA. The following guidance document from the U. S. Department of Education provides information about the levels of research evidence required:

Goals as a Result of Needs Assessment	Schoolwide Reform	Description

<p>ACADEMIC AREA: Language Arts</p> <p>Our LA goal for 2022-23 is to have 80% of Summit Elementary students in grades K-6 demonstrate reading proficiency based on the Acadience Assessment composite score during the Spring testing session.</p>	<p>Evidence-based strategies (detailing specific programs and activities that meet the evidence requirements under the ESSA):</p>	<p>We will reach our goal by providing quality Tier I instruction. Using testing data provided through Acadience benchmark and classroom assessments, students (including ELL students) who have not made adequate progress toward the goal will receive additional systematic reading instruction through the use of evidence-based reading programs.</p>
	<p>Expected impact in underperforming disaggregated student groups:</p>	<p>While all students showed gains this past year on our Acadience benchmark assessments, we are watching our ELL students closely to ensure they make greater than average gains.</p>
	<p>Realigning curriculum horizontally and vertically from grade to grade.</p>	<p>Beginning in kindergarten, students receive systematic and explicit phonics instruction. This curriculum is scaffolded and incorporates incremental review as students progress through the program in 1st and 2nd grades. In 2nd-6th grade, students receive explicit and implicit instruction in Into Reading. Comprehension skills, spelling, and vocabulary are targeted through informational and narrative text.</p>
	<p>How reform strategies will be evaluated for effectiveness:</p>	<p>The Acadience assessment will be administered to determine levels of proficiency. These students will also be monitored through Acadience progress monitoring assessments. Additionally, we will use Scholastic Reading Software as a supplement to our Tier I instruction to increase reading fluency and comprehension.</p>
	<p>Staffing plans and professional development strategies:</p>	<p>Summit Elementary has developed and is implementing quality Tier I ELA instruction aligned with Utah Core Standards. This was done over multiple professional development days through teacher collaboration. The school is continuing to study and implement "7 Steps" strategies to reach our English learners who are not making adequate progress. Student achievement has been increased through the use of engagement strategies. To ensure fidelity with this program, we are providing substitute teachers to allow new classroom teachers time to observe their peers. Additionally, we have allocated extra funds from multiple sources to add literacy, ELL, and classroom aides to ensure extra support is given specifically in Tier I literacy. This is in addition to the bulk of our Title I funds being allocated to literacy aides to support our Tier II literacy program benefiting all students.</p>
	<p>Intended measurable outcomes:</p>	<p>Our LA goal for 2022-23 is to have 80% of Summit Elementary students in grades K-6 demonstrate reading proficiency based on the Acadience Assessment composite score during the Spring testing session.</p>
<p>Y23 Final Report</p>		
	<p>Evidence-based strategies (detailing specific programs and activities that meet the evidence requirements under the ESSA):</p>	<p>Go Math is the district wide evidence-based program used in all K-6 classrooms. Teachers will use this program and teach it with fidelity, pacing with their team to ensure all students receive coverage of the Utah Core Standards. All chapter assessments will be used to assess student progress and scores shared with the principal to be discussed as a team. Teachers will utilize essential standards to provide system wide intervention on missing mathematical concepts K-6. iReady MyPath has been incorporated into Tier II math time for targeting individualized goals. Math aides have been placed in each grade level to assist teachers in differentiating their math lessons more effectively. These math aides are used to run small enrichment and/or reteaching groups during independent work time.</p>

<p style="text-align: center;">ACADEMIC AREA: MATH</p> <p>Our math goal for 2022-23 is that the median progress towards typical growth of Summit Elementary students in grades 1-6 will be 74% or higher based on the MOY iReady diagnostic.</p>	<p>Realigning curriculum horizontally and vertically from grade to grade.</p>	<p>Embedded in the GO Math program is a vertical alignment from grade to grade. Teachers spent professional development days learning and becoming familiar with our newly-adopted math program. Data is tracked and shared as PLCs and with the principal to evaluate student proficiency across grade levels. Common vocabulary from grade to grade is incorporated into instruction to elevate student understanding.</p>
	<p>Expected impact in underperforming disaggregated student groups:</p>	<p>We are watching our ELL students closely to ensure they make greater than average gains. The school has received professional development on strategies to reach our English learners who are not making adequate progress, and the school is continuing to study and implement the strategies in the book, "7 Steps to a Language-Rich Interactive Classroom."</p>
	<p>How reform strategies will be evaluated for effectiveness:</p>	<p>The iReady diagnostic will be used to evaluate effectiveness. Accurate records will be maintained by teachers, discussed at grade level PLCs, and submitted to the principal to report progress toward our goal. Consistent and frequent evaluation of our progress toward our goal will be discussed in grade level PLCs and faculty PLCs.</p>
	<p>Staffing plans and professional development strategies:</p>	<p>Students not making progress will receive additional support or Tier II/Tier III services of systematic instruction by teachers on deficiencies using approved programs and aide help to pre-teach skills prior to classroom instruction or to reteach math concepts. This will be done before school. Teachers will spend professional development days planning curriculum and grade-level pacing within the math program. Student achievement has been increased through the use of engagement strategies. To ensure fidelity, we are providing substitute teachers to allow new classroom teachers time to observe their peers.</p>
	<p>Intended measurable outcomes:</p>	<p>Our math goal for 2022-23 is that the median progress towards typical growth of Summit Elementary students in grades 1-6 will be 74% or higher based on the MOY iReady diagnostic.</p>
	<p>Y23 Final Report</p>	

Regular Monitoring and Plan Revision – ESEA Sec. 1114(b)(3)

<p>Articulate benchmarks, indicate the frequency, and specify resources to monitoring and evaluating the implementation of the Schoolwide Program.</p>	<p>Student progress is monitored by mandatory state assessments such as KEEP, RISE, and Acadience Benchmark Assessment (3x a year). LEA-administered assessments such as Growth Measure and iReady diagnostic are also administered three times a year. Additional assessments are administered as needed (Acadience progress monitoring and content program assessments). Students not meeting proficiency are provided tier 2 interventions taught by highly trained paraprofessionals in a small group setting with evidence-based programs. Student progress monitoring occurs within the small group instruction.</p>
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Activities to Ensure Mastery 1114(b)(7)(iii)

A schoolwide plan upgrades the entire school program. At the same time, it must address how students who have not met standards in certain areas will receive effective and timely assistance. Schoolwide plans must include evidence-based strategies to support students who fall behind on key skills or are in danger of dropping out. Schools may choose to meet non-academic needs in addition to the academic needs of these students. This provides schools with significant flexibility in improving student achievement with strategies, including: o Counseling o School-based mental health support o Specialized instructional support services o Mentoring o College and career readiness (e.g., AP, IB, dual or concurrent enrollment) o Tiered behavioral support o Early intervening services coordinated with services under IDEA o Preschool transition support to elementary school o Professional learning opportunities for teachers, paraprofessionals, and staff to improve instruction o Professional learning opportunities for teachers, paraprofessionals, and staff on use of data o Intensive academic support for students o Recruitment and retention of effective teachers

Counseling and school-based mental health support:	We have two half-time counselors who attend to the needs of every student in the school, not just the struggling or high demand students. Classroom lessons occur every month. These are lessons that are based around the acronym EAGLES (encouraging, positive attitude, genuine kindness, being a leader, effort, service) but also add in other components that deal with daily coping strategies, relationship building, and other points that are good for every student to learn. Small groups focus on areas that may help students that need a smaller setting & more focused learning. The Bear River Mental Health Therapist works with referred students and then directs them to other community resources or connects them to the main Bear River office. Other resources include community health clinics, The Family Place, Safe Fam, and Project AWARE. Teachers have been provided training in Trauma-Informed practices.
Tiered behavioral support:	Our district employs a multi-tiered system of behavioral support. We use Teacher Assistance and Guidance (TAG) Teams to aligning support structures within a school and the utilize the expertise of team members to support the behavioral needs of individual students. Our Tier II and Tier III district teams design and implement functional assessments of behavior and behavior intervention plans for students with emotional or behavior problems. Summit Elementary has established schoolwide behavior expectations for all common areas in the school -- hallways, playground, arrival/dismissal, cafeteria, bathrooms, assemblies--we teach these expectations to all students at the beginning of the school year. All teachers work collaboratively to consistently implement student engagement strategies.
Transition support (preschool to kindergarten, elementary to middle school):	We invite district-supported, Head Start, and private preschools to the elementary school for an orientation that includes a guided tour, meeting new teachers, and meeting the principal. Information is provided regarding curriculum, kindergarten registration, and assessments. All 6th grade students attend an orientation at the middle school in the spring, which includes a tour, registration information, a visit with counselors, and they meet faculty and staff. Additionally, 6th teachers meet with a middle school transition team to discuss the needs of at-risk students.
Professional development for staff:	Training for paraprofessionals who provide interventions, district content program training for new teachers, coaching for new teachers, social & emotional training for all faculty and specialists, developing and implementing quality Tier I LA and Math instruction aligned with Utah Core Standards through multiple professional development days through teacher collaboration, principal-directed professional development, and district professional development days.
Intensive academic support to students:	Targeted, systematic and explicit Tier 2 instruction using evidence-based materials for students at-risk. An after school program is offered to students in need of additional homework support and tutoring. Students not making progress will receive additional support or Tier II/Tier III services of systematic instruction by teachers on deficiencies using approved programs and aide help to pre-teach skills prior to classroom instruction or to reteach math concepts. This will be done before school.

Coordination and Integration of Services and Resources – ESEA Sec. 1114(b)(5)

Outline the ways in which funds are going to be consolidated or braided	Funds will be coordinated and integrated to support the schoolwide plan from the federal, state, and local services and programs listed below.
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Program Funding Source	Allocation	Describe how funding, staff, and strategies will support the schoolwide plan
Enhancement of At-Risk Students (EARS)	\$40,146.00	We use the entire allotment of EARS funds for paraprofessionals to assist in our Tier II literacy program.

Local Funds	\$7,000.00	We have an annual Cache Valley Direct Fundraiser that brings in about \$7,000 per year for teachers to use in their classrooms.
District Funds (combined aide & supplies)	\$58,304.00	This money is used for literacy aides in the classrooms for small group instruction in grades K-5, using evidence-based programs vetted at the district level by our literacy team.
Early Literacy Program (included in combined aide district fund)	\$9,756.00	Early Literacy funds are used for literacy aides in classrooms for small group instruction in grades K-3. Memorandums of Understanding are adhered to by the principal, literacy facilitator, and classroom teachers to show fidelity in daily literacy instruction, using evidence-based programs vetted at the district level by our literacy team.
Early Intervention (included in combined aide district fund)	\$16,138.00	Early Literacy funds are used for literacy aides in classrooms for small group instruction in grades K-3. Memorandums of Understanding are adhered to by the principal, literacy facilitator, and classroom teachers to show fidelity in daily literacy instruction, using evidence-based programs vetted at the district level by our literacy team.
Grants	Varies	Our teachers have many opportunities to apply for grants inside and outside of our district and this number is constantly fluctuating. Most of their grant money is spent on books, mathematics manipulatives and technology for their classrooms.
Kindergarten Supplemental Enrichment Program (KSEP)	\$0.00	N/A
Title I	\$179,955.00	Our Title One funds are allocated as follows: \$167,400 is used for literacy para-professionals in our Tier II program. \$8,370 is allocated for professional development and supplies, primarily being used to purchase the research based programs and materials used in our Tier II program. \$4,185 is used to support our parent engagement and education nights. These nights include Back to School Night, STEM Fest, Time Together, Literacy Night, and parent education presentations.
Trustlands	\$96,406.00	\$36,917 of our Trustlands fund is used to provide extra aide support in classrooms. \$13,630 is used for grade-level teacher professional development. \$7,000 is used for classroom math manipulatives. \$26,659 is used to replace outdated projectors in classrooms. \$9,400 is used for software support for Reading Counts and Follett to aid students in their reading.
TSSA	\$116,961.00	\$93,260 of our TSSA funds are used to support an additional part-time kindergarten teacher, a school counselor, and paraprofessional support in classrooms. \$805 is being used to provide substitute teachers for Individualized Education Plan meetings. \$4,792 is being used for classroom supplies and sensory materials for students \$18,104 is being used to replace outdated technology in classrooms.
TSI Plan		
Student Group:	EL Student Group	
Review of the data for the identified student group that will be utilized to inform the planning process.	Overall ELL Proficiency: 25% ELA, 25% Math, 20% Science EL Progress/Proficiency: 69% with 24 students identified (2nd highest in CCSD) Growth of Lowest 25%: Gain of +13.2% (top 3 in CCSD)	

<p>Evidence-based strategies to implement to address identified gaps in student learning and improve student success. Description of strategies and plan.</p>	<p>7 Steps to a Language-Rich Interactive Classroom Focus: Redesign purpose of school-wide engagement strategies plan for improved student outcomes. Teach students what to say when they don't know what to say. (Chapter 1) Have students speak in complete sentences. (Chapter 2) Have students participate in structured conversations. (Chapter 6) Intentional Lesson Planning Focus: Increase student comprehension through purposeful lesson planning. Chunking Think-alouds Explicit vocabulary instruction Increase student:teacher reading ratio Math Fact Fluency Focus: Redesign purpose of school-wide math fact fluency program for improved student outcomes. Explicit instruction Strategic partnering for peer practice Target goals centered on student accuracy/growth, not speed Data Analysis Focus: Actively review data specific to ELL students during grade-level and faculty PLCs. Planned PLC sessions targeting relevant data (RISE, Acadience, HMH Growth Measure, GO Math chapter/unit tests, iReady) Use relevant data consistently to drive instruction.</p>										
<p>List of potential pitfalls that could limit the success of the plan.</p>	<p>Student apathy/lack of effort Student behavior Student attendance Possible return of Covid restrictions Scheduling conflicts Teacher buy-in Technology</p>										
<p>Timeline of action steps that describe how the school will monitor progress</p>	<table border="1"> <thead> <tr> <th data-bbox="489 906 892 946">Action Step</th> </tr> </thead> <tbody> <tr> <td data-bbox="489 946 892 1157"> 7 Steps to a Language-Rich Interactive Classroom: *Students know what to say *Students/Teachers speak in complete sentences *Revisit student accountability of partner work/teacher monitoring </td> </tr> <tr> <td data-bbox="489 1157 892 1370"> Intentional Lesson Planning: *Think-alouds *Chunking *Explicit vocabulary instruction *Increase student reading ratio (student:teacher) *RAP Strategy </td> </tr> </tbody> </table>	Action Step	7 Steps to a Language-Rich Interactive Classroom: *Students know what to say *Students/Teachers speak in complete sentences *Revisit student accountability of partner work/teacher monitoring	Intentional Lesson Planning: *Think-alouds *Chunking *Explicit vocabulary instruction *Increase student reading ratio (student:teacher) *RAP Strategy	<table border="1"> <thead> <tr> <th data-bbox="892 906 1478 946">Timeline for the 2022-23 School Year</th> </tr> </thead> <tbody> <tr> <td data-bbox="892 946 1478 1370"> *BOY Master Scheduling: common grade-level blocks for Tier I, Tier II reading & math, writing, and ELL pull-out/support *Faculty Meeting PD: Introduction/Expectations of strategies/action steps *Monthly faculty meeting strategy/ engagement mini-PDs *Faculty Peer Observations 2x/year (November & February) </td> </tr> </tbody> </table>	Timeline for the 2022-23 School Year	*BOY Master Scheduling: common grade-level blocks for Tier I, Tier II reading & math, writing, and ELL pull-out/support *Faculty Meeting PD: Introduction/Expectations of strategies/action steps *Monthly faculty meeting strategy/ engagement mini-PDs *Faculty Peer Observations 2x/year (November & February)	<table border="1"> <thead> <tr> <th data-bbox="1478 906 2058 946">Data Considered in Monitoring Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="1478 946 2058 1198"> Acadience, HMH Growth Measure, iReady: *BOY (August/September) *MOY (December/January) *EOY (April/May) GO Math Chapter/Unit tests: *Monthly </td> </tr> <tr> <td data-bbox="1478 1198 2058 1370"> Principal Observations/Look-Fors (complete sentences, think-alouds, chunking, explicit vocab instruction, use of partner work, student:teacher reading ratio): *Monthly </td> </tr> </tbody> </table>	Data Considered in Monitoring Progress	Acadience, HMH Growth Measure, iReady: *BOY (August/September) *MOY (December/January) *EOY (April/May) GO Math Chapter/Unit tests: *Monthly	Principal Observations/Look-Fors (complete sentences, think-alouds, chunking, explicit vocab instruction, use of partner work, student:teacher reading ratio): *Monthly
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<p>monitor progress:</p>	<p>Math Fact Fluency: *Focus on math fact accuracy/growth over speed</p>	<p>*Faculty Meeting PD: Introduction/Expectations of strategies/action steps *BOY: Grade-levels determine growth benchmarks and weekly schedule that includes explicit instruction and assessment *March Math Madness (February/ March): School-wide celebration of fact fluency, sponsored by the PTA</p>	<p>Grade-level spreadsheets updated by teachers and shared with the principal: *Fluency monitoring *GO Math Chapter/Unit tests (standardized - first score recorded, retakes recorded in "note")</p>
	<p>Data Analysis: *Using data more effectively in PLCs</p>	<p>*Faculty Meeting PD: Introduction/Expectations of strategies/action steps *School-wide monthly PLC schedule for grade-levels and faculty</p>	<p>*BOY teacher survey of the effectiveness of PLCs/reviewing data *Principal participation in grade-level PLCs *EOY teacher survey of the effectiveness of PLCs/reviewing data</p>
<p>Y22 Final Report</p>			
<p>Schools Identified for Improvement (CSI)</p>	<p>Does the plan include school improvement funds?</p>	<p>N/A</p>	
	<p>How are the Title I schoolwide funds being leveraged to support school improvement efforts?</p>	<p>N/A</p>	