

CALHOUN CITY SCHOOLS



Excellence in Academics, Arts and Athletics

Calhoun City Schools District Improvement Plan 2022-2023

***OUR MISSION IS TO INSPIRE ALL STUDENTS TO BECOME
LIFELONG LEARNERS IN THE PURSUIT OF EXCELLENCE***

OVERARCHING NEED #1

| Overarching Need | |
|-----------------------------|---|
| Improve Student Achievement | |
| Root Cause #1 | A lack of professional knowledge of instructional content, curriculum alignment, and associated assessments. |
| Root Cause #2 | A lack of a systematic benchmarking system to identify student deficiencies. |
| Root Cause #3 | Poverty is a pervasive issue which impacts student achievement and carries across all subgroups. |
| Root Cause #4 | A high population of English Learners that must overcome the language barrier to reduce the achievement gap. |
| Root Cause #5 | Need pervasive use of evidence-based reading strategies to improve student achievement. |
| GOAL | During the 2022-23 school year, students will exhibit positive conditional growth, as measured by MAP, based on the individualized predictors of growth for each student. |

COHERENT INSTRUCTIONAL SYSTEM

GOAL During the 2022-23 school year, students will exhibit positive conditional growth, as measured by MAP, based on the individualized predictors of growth for each student.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|--|----------------------------|--|--|
| | | b. Method for Monitoring | |
| Review curriculum standards and align instruction and assessment to improve units of study | Local Funds | a. August 2022- May 2023 | Administrators, Instructional Coordinators, Teachers |
| | | b. Curriculum MAP, Pacing Guides, Lesson Plans | |
| Develop lesson plans that include differentiation of instruction especially for ELs and ESS students | Local Funds | a. August 2022- May 2023 | Administrators, Teachers |
| | | b. Lesson Plans, walk-throughs, TKES evaluations | |
| Receive training in MAP and use the screening and benchmark program to monitor progress | Fund 150 | a. Fall, winter and spring screening | Instructional Coordinators and APs |
| | | b. Attendance Sheets, benchmark data | |
| Expand the use of evidence-based reading strategies to improve student achievement. | Fund 150 | a. August 2022- May 2023 | Instructional Coordinators and APs, Administrators, Teachers |
| | | b. Reading strategies training, survey feedback, lesson plans, | |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|--|---|
| All remediation services are available as well as tutoring. Student Support Teams are in place for students who struggle beyond Tier I interventions | All classroom and remediation services are available as well as tutoring, transportation and community resources. |
| English Learners | Migrant |
| Develop a learner profile for each EL involving targeted implementation of key uses to improve achievement - SIOP Model | Class schedules allow time for remediation and tutoring for students that may have missing skills due to mobility issues. |
| Race/Ethnicity/Minority | Students with Disabilities |
| Rubrics, Graphic Organizers, and Exemplars would be available for students to organize the learning process and see examples of quality work | Understand the disabilities of students including the impact of the disability and write plans in line to address the needs of the student that provide the offer of a FAPE in the LRE. Progress monitoring of IEP goals and student achievement. |

EFFECTIVE LEADERSHIP

GOAL During the 2022-2023 school year, students will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|---|----------------------------|--|--|
| | | b. Method for Monitoring | |
| Monitor staff to ensure appropriate content knowledge and alignment of standards, instruction, and assessment | Local Funds, Fund 150 | a. August 2022-May 2023 b. TKES, curriculum and pacing guide, lesson plans, PLP | Instructional Coordinators and APs, School Admin |
| Monitor training and use of MAP and the use of data to drive instruction | Fund 150 | a. August 2022- May 2023 b. Sign in sheets, surveys, screening and benchmark data | Asst. Superintendent, Instructional Coordinators |
| Monitor evidence of differentiated instruction including use of technology, EL profiles, and IEP goals | Local Funds | a. August 2022-May 2023 b. Lesson Plans, TKES | School Administrators, ESS Coordinator |
| Collaborate in use of evidence-based reading strategies with stakeholders and What Works Clearing House | Fund 150 | a. August 2022- December 2023 b. Clearing House, progress monitor, survey data | Administrator, SGT, Teacher |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|--|---|
| All students will have resources needed to access the curriculum. School PLCs will regularly review subgroup data to check progress. | Supports including tutoring and transportation are in place as needed. |
| English Learners | Migrant |
| Teachers attend KSU Conference for reading strategies. Administrators train in ESOL/TKES Learning Walk | Screening and benchmarking tools in place to determine missing skills and remediate content |
| Race/Ethnicity/Minority | Students with Disabilities |
| All students will have resources needed to access the curriculum. School PLCs will regularly review subgroup data to check progress. | Ensure that students are in least restrictive environment, receiving services and accommodations, and meeting IEP goals |

PROFESSIONAL CAPACITY

GOAL During the 2022-2023 school year, students will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|---|----------------------------|---|--|
| | | b. Method for Monitoring | |
| Ensure teachers collaborate to review standards, align instruction and assessment, to improve units of study | Local Funds | a. August 2022- May 2023 b. Sign in sheets, curriculum and pacing guides, lesson plans | Administrators, Coaches, Teachers |
| Evaluate teacher capacity to use the MAP program to screen and progress monitor students | Fund 150 | a. Fall, winter and spring screening b. MAP data | Instructional Coordinators and APs |
| Ensure that staff are highly qualified or meet the written professional qualifications. All staff require a clearance cert. | Local Funds | a. August 2022 b. PSC certificates, Professional Qualification Policy | HR Director |
| Stakeholders collaborate to determine appropriate effective reading strategies to improve achievement | Fund 150 | a. August 2022- December 2022 b. Documentation of effectiveness, progress monitoring | ELA Teams |
| Continue the teacher induction program with mentors to facilitate new teacher growth and connection to CCS | Fund 150 | a. August 2022- May 2023 b. Sign-in sheets, agendas from teacher induction meetings | Asst. Super, Instructional Coordinators and School Coaches |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|--|--|
| Teachers provide students with rubrics, graphic organizers, and exemplars to help students understand expectations | Teachers monitor for attendance and look for barriers to learning based on living arrangements |
| English Learners | Migrant |
| Teachers understand the learner profile and key uses to improve student achievement | Teachers understand the barriers migrant students may face in high mobility and progress monitor to determine needed support |
| Race/Ethnicity/Minority | Students with Disabilities |
| Ensure materials are not culturally biased. Maintain positive climate accepting of student diversity | Teachers understand student impact of disability, IEP goals and collaborate with Case Manager to meet student's needs |

FAMILY and COMMUNITY ENGAGEMENT

GOAL During the 2022-2023 school year, students will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|--|----------------------------|---|----------------------------------|
| | | b. Method for Monitoring | |
| Schools will have family orientation with information about the school and how to help their children to be successful | Local Funds | a. August 2022 b. Parent Sign in sheets, survey feedback | School Administration, FECs |
| Parent conferences twice a year to discuss student progress, collect parent survey data, and answer question | Local Funds | a. October 2022 and March 2023 b. Sign in sheets, survey feedback | Teachers |
| Encourage parents to be a part of parent university and take part in topics of interest for families | Fund 150, Federal Funds | a. August 2022- May 2023 b. Parent sign-in sheets, survey feedback | FECs, Counselors, Social Workers |
| Provide information to parents to encourage involvement in governance teams, PTO, volunteering, careers, etc... | Local Funds | a. August 2022- May 2023 b. Number of parent volunteers, parent activity sign-in, resource center visits | Administrators, Teachers, FECs |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|---|---|
| Parents are given community resource information to remove barriers that may inhibit student success. Remind101 available to provide notification of resources. | Parents are connected to community resources and school programs that may be accessed to help students. Remind101 available to provide notification of resources. |
| English Learners | Migrant |
| Teachers review Access scores and learner profiles, discuss community resources and taking part in school activities | Migrant parents learn about after-school programs for students, support for learners that struggle. Remind101 available to provide notification of resources |
| Race/Ethnicity/Minority | Students with Disabilities |
| All parents are made to feel welcome and informed how schools celebrate diversity in the schools | Discuss how students receive FAPE in the LRE. Programs and services available to ESS population. How IEP goals are being monitored and met. |

SUPPORTIVE LEARNING ENVIRONMENT

GOAL During the 2022-2023 school year, students will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|--|--------------------------------------|--|---|
| | | b. Method for Monitoring | |
| Maintain 5-star climate rating by having parents involved in decision making through parent and student surveys and SGT meetings | Local Funds | a. August 2022- May 2023 b. Parent Climate Survey | Administrators, FECs |
| Improve student engagement through attendance initiatives | Fund 150, Local | a. August 2022- May 2023 b. PBIS Implementation, CKH | PBIS Coordinators, Administrators, social workers |
| Support a positive learning environment through continued implementation of PBIS at all schools | Fund 150, Local | a. August 2022- May 2023 b. SWIS Data, discipline referrals | PBIS Coordinator, Administrators, Teachers |
| Increase student engagement through incorporating relevant learning experiences | Local Funds, Federal Funds, Fund 150 | a. August 2022- May 2023 b. Lesson Plans, Units of Study | Administrators, Teachers |
| | | a. b. | |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|---|--|
| Positive behavior initiatives allow students to receive rewards based on attendance and helps students to work for common goals | PBIS initiatives help students feel a part of the group and become active participants. |
| English Learners | Migrant |
| PBIS helps students to work together and can help EL students celebrate their culture | Providing relevant learning experiences shows the importance of learning that can go with the student who is highly mobile |
| Race/Ethnicity/Minority | Students with Disabilities |
| PBIS allows students to work with others to achieve common goals | PBIS gives students opportunities to show their abilities and not their limitations |

OVERARCHING NEED #2

| Overarching Need | |
|-----------------------------|--|
| Improve Student Achievement | |
| Root Cause #1 | Some units not aligned to standards |
| Root Cause #2 | Need effective use benchmarking data and formative assessment data for adjusting instruction |
| Root Cause #3 | Specific data driven support |
| Root Cause #4 | Explore effective strategies to improve student achievement |
| Root Cause #5 | |
| GOAL | During the 2022-2023 school year, Calhoun City Schools will establish functioning Professional Learning Communities focused on the evaluation and desegregation of school data to improve student achievement. |

COHERENT INSTRUCTIONAL SYSTEM

GOAL During the 2022-2023 school year, Calhoun City Schools will establish functioning Professional Learning Communities focused on the evaluation and desegregation of school data to improve student achievement.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|--|----------------------------|--|--|
| | | b. Method for Monitoring | |
| Review curriculum standards and align instruction and assessment to improve units of study | Fund 150, Local | a. August 2022- May 2023 b. TKES observations, unit/lesson plans, consultant feedback | Instructional Coordinators, School Admin. |
| Pervasively implement evidence-based programs of instruction | Fund 150 | a. August 2022- May 2023 b. TKES observations, unit lesson plans, consultant feedback | Instructional Coordinators, School Admin. Teachers |
| Receive training in nwea MAP and summative assessments to use to monitor progress student progress | Fund 150 | a. August 2022- Many 2023 b. Benchmark and assessment results | Instructional Coordinators, School Admin. Teachers |
| Utilize an organized framework for adjusted instruction based on PLC data | Local Funds | a. August 2022- May 2023 b. TKES, Lesson plans, assessment data | School Admin. Teachers |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|---|---|
| PLCs focus on appropriate strategies to support ED students in addition to support of the school social worker. | School social worker will monitor student data as added support |
| English Learners | Migrant |
| Develop lesson plans that include differentiation of instruction especially for ELs and ESS students | PLCs focus on appropriate strategies to support migrant students in addition to school social worker. |
| Race/Ethnicity/Minority | Students with Disabilities |
| Subgroup data is monitored by school Professional Learning Communities to identify discrepancies. | Develop lesson plans that include differentiation of instruction especially for ELs and ESS students |

EFFECTIVE LEADERSHIP

GOAL During the 2022-2023 school year, Calhoun City Schools will establish functioning Professional Learning Communities focused on the evaluation and desegregation of school data to improve student achievement.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|--|----------------------------|---|---|
| | | b. Method for Monitoring | |
| A lead teacher at each grade level/department works with instructional administrators to align quality instruction | Fund 150 | a. August 2022- May 2023 b. Agendas, MAP, STAR, EOG, TKES | Instructional Coordinators, School Admin. Lead Teachers |
| Continue implementation of professional development in effective instructional strategies and standards | Fund 150 | a. August 2022- May 2023 b. Agendas, MAP, STAR, EOG, TKES | Instructional Coordinators, School Admin |
| Establish and actively participate in professional learning communities focused on data driven instructional planning. | Fund 150 | a. August 2022- May 2023 b. Agendas, MAP, STAR, EOG, Summative assessments, TKES | School Admin Lead Teachers |
| | | a. b. | |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|---|--|
| Awareness training for teachers. Reporting subgroup grade level data | After-school and summer tutorials. Individual support through counseling, social worker, and family engagement coordinator |
| English Learners | Migrant |
| Can-Do descriptor training for teachers. ESOL Lead to collect formative data for review | Utilize benchmark data to monitor and adjust instruction, provide interventions as needed |
| Race/Ethnicity/Minority | Students with Disabilities |
| Utilize benchmark data to monitor and adjust instruction, provide interventions as needed | Monitor percent of students meeting IEP goals. Utilize benchmark data to progress monitor |

PROFESSIONAL CAPACITY

GOAL During the 2022-2023 school year, Calhoun City Schools will establish functioning Professional Learning Communities focused on the evaluation and desegregation of school data to improve student achievement.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|--|----------------------------|--|--------------------------------------|
| | | b. Method for Monitoring | |
| Actively recruit highly effective and diverse teachers as positions become available | Local Funds, Fund 150 | a. February 2022- May 2023 b. Teach Georgia, Website, Job Fair | HR Director District/School Admin |
| Establish and actively participate in a professional learning community to focus on instruction | Fund 150, Local, Federal | a. August 2022- May 2023 b. Grade level meeting, agendas/minutes, professional learning | School Admin Lead Teachers |
| Provide common planning time for grade level teachers to collaborate on curriculum, instruction and assessment | Fund 150, Local | a. August 2022- May 2023 b. Meeting agendas, professional development records | School Admin |
| Provide incentives (i.e. monetarily, salary steps, teacher support) for teacher retention | Fund 150, Local, Federal | a. July 2022-June 2023 b. Title II-A survey, exit surveys | District/School Administration |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|---|---|
| Awareness of students in the subgroup, poverty training and mentor program for induction teachers. | Individualized support and resources provided through Counseling Department, School Social Workers and Family Engagement Coordinators. |
| English Learners | Migrant |
| Differentiating instruction and utilizing Can-Do descriptors. | Document training with social worker of characteristics and needs of migrant students |
| Race/Ethnicity/Minority | Students with Disabilities |
| Utilize benchmark assessments data to monitor/adjust instruction and intervene as needed. Equal access to high quality instruction. Purposeful recruiting of racially and ethnically diverse staff. | Continued co-teach professional development. Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. |

FAMILY and COMMUNITY ENGAGEMENT

GOAL During the 2022-2023 school year, Calhoun City Schools will establish functioning Professional Learning Communities focused on the evaluation and desegregation of school data to improve student achievement.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|---|-----------------------------|--|---|
| | | b. Method for Monitoring | |
| Conduct parent conferences minimally two times a school year to discuss academic progress and necessary support | Fund 150, Local | a. October 2022, March 2023 | District Leaders School Admin. Teachers |
| | | b. Parent conference forms, progress reports, and portfolios | |
| Fully utilize School and System Governance Teams in the school improvement process using PLC data. | Fund 150, Charter | a. July 2022-May 2023 | District and School Leaders SGT members |
| | | b. SGT meeting agendas/minutes | |
| Provide a Parent Resource Center equipped with information and learning materials for home use based on PLC data. | Fund 150 | a. August 2022-May 2023 | School Administration FECs |
| | | b. Check-out documentation | |
| Conduct parent workshops through Parent University to promote student achievement | Fund 150, Federal, Local | a. August 2022-May 2023 | FECs, School Counselors, School Social Workers |
| | | b. Meeting agendas/minutes and parent sign-in sheets | |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|---|--|
| Additional support services such as Resource Fair, Summer Feeding Program, Literacy Camp, and Community Outreach offered by social workers and FECs | Additional support services such as Resource Fair, Summer Feeding Program, Literacy Camp, Backpack Buddies and Community Outreach offered by social workers and FECs |
| English Learners | Migrant |
| Translation and interpreting for EL stakeholders. Use of FECs to share information about community supports in multiple languages | Additional support services such as Resource Fair, Summer Feeding Program, Literacy Camp, Backpack Buddies and Community Outreach offered by social workers and FECs |
| Race/Ethnicity/Minority | Students with Disabilities |
| Increase diversity in staffing. Workshops/trainings, Resource Center, Parent Teacher conferences, Parent Portal, progress reports, etc. all available to improve parent-teacher communication | Parental involvement in the annual IEP meetings, parent workshops/trainings to address student achievement and post secondary options |

SUPPORTIVE LEARNING ENVIRONMENT

GOAL During the 2022-2023 school year, Calhoun City Schools will establish functioning Professional Learning Communities focused on the evaluation and desegregation of school data to improve student achievement.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|---|----------------------------|---|---|
| | | b. Method for Monitoring | |
| Continued professional development in effective instructional strategies and making data based instructional decisions. | Fund 150, Federal | a. August 2022- May 2023 b. TKES observations, Lesson plans | District/School Admin |
| Provide guidance to teachers to review standards to pervasively align instruction and assessment | Local Funds | a. August 2022- May 2023 b. Curriculum and pacing guides, lesson plans, TKES | Instructional Coordinators/APs and Coaches |
| Implement PBIS to reinforce positive behavior to maximize instructional classroom time | Fund 150, Local | a. August 2022- May 2023 b. RESA and GaDOE Documentation | PBIS Coordinator, Teachers |
| Monitor remediation programs to prescriptively target skill deficits | Local Funds | a. August 2022- May 2023 b. Benchmark Data, TKES | School Administration, Instructional Coordinators |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|---|--|
| School social worker support with connection to supplemental services and student mentor program. | School social worker will support school attendance by removing barriers such as transportation and housing assistance |
| English Learners | Migrant |
| SIOP model teaching and ESOL teacher support for building staff capacity | School social worker will support school attendance by removing barriers such as transportation and housing assistance |
| Race/Ethnicity/Minority | Students with Disabilities |
| Diversified staffing plan and student mentor program. | Supplemental educational math and reading programs and student mentor program. |

OVERARCHING NEED #3

| Overarching Need | |
|---|---|
| Increase Student Achievement and Engagement | |
| Root Cause #1 | Understanding the learner and function of behavior |
| Root Cause #2 | Need for Behavior Management Professional Development |
| Root Cause #3 | Development and Implementation of PBIS to focus on positive behavior |
| Root Cause #4 | Student Attendance |
| Root Cause #5 | |
| GOAL | For the 2022-2023 school year, to operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan. |

COHERENT INSTRUCTIONAL SYSTEM

GOAL For the 2022-2023 school year, to operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|--|----------------------------|--------------------------------|--|
| | | b. Method for Monitoring | |
| Professional Development training in classroom management and student engagement | Fund 150 | a. August 2022- December 2023 | Instructional Coordinators, Coaches |
| | | b. Teacher survey, TKES | |
| Professional Development training in understanding the function of behavior including students with disabilities | Fund 150 | a. August 2022- December 2023 | ESS Director/ Instructional Coord |
| | | b. Teacher survey, TKES, SWIS | |
| Use of positive reinforcement in the classroom and in transitions | Local Funds | a. August 2022- May 2023 | PBIS Coordinator, Teachers |
| | | b. SWIS, TKES | |
| Planning high interest, relevant, standards-based units of study that will actively engage students | Local Funds | a. August 2022- May 2023 | Instructional Coordinators, Coaches Teachers |
| | | b. Lesson Plans, TKES | |
| Differentiation of instruction to meet the specific needs of the learner | Local Funds | a. August 2022- May 2023 | Instructional Coordinators, Coaches Teachers |
| | | b. Lesson Plans, TKES | |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|--|--|
| Close communication with parents of students that struggle and targeted support to include counseling, tutoring, community resources | Provide opportunities to work with other students cooperatively to develop connections. Referrals to community resources for support |
| English Learners | Migrant |
| Meet with parents to revise student profiles to revise key uses. Give students opportunity to share cultural experiences with the class to be valued | Give the student opportunities to share experiences relevant to subject matter. Engage students in working with others. Referrals to community resources for additional support |
| Race/Ethnicity/Minority | Students with Disabilities |
| Provide opportunities to celebrate differences and how they can make us a stronger society. Provide a climate of acceptance and support | Teachers receive training on characteristics of the disabilities and behavioral strategies for SWD. ESS case managers determine the need for FBA and BIP. Involve students in working with others. |

PROFESSIONAL CAPACITY

GOAL For the 2022-2023 school year, to operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|---|----------------------------|------------------------------------|---|
| | | b. Method for Monitoring | |
| Professional Development to Implement PBIS and Capturing Kids' Hearts | Fund 150 | a. August 2022- May 2023 | Instructional Coordinators, Coaches, PBIS Coordinator |
| | | b. Documentation of Implementation | |
| Professional Development for Classroom Management | Local Funds | a. August 2022- May 2023 | Instructional Coordinators, Coaches |
| | | b. TKES | |
| Understanding the learner and functions of behavior | Local Funds | a. August 2022- December 2023 | ESS Director/ Instructional Coord |
| | | b. Teacher surveys, TKES | |
| Collaborative planning for active engaging lessons | Local Funds | a. Weekly August 2022- May 2023 | Instructional Coordinators, Coaches, Teachers |
| | | b. Sign in sheets | |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|--|--|
| Utilize PBIS World Tier I interventions to support ED student behavior | Collaborate with the homeless social worker for barriers for success of homeless students. Collaborate with Foster Care POC to support students in foster care |
| English Learners | Migrant |
| EL students may have very different reasons for behavior than other subgroups. It may require parent meetings to understand student behavior | Collect records that are available or screen for student level to ensure appropriate instruction and help students adjust to new surroundings |
| Race/Ethnicity/Minority | Students with Disabilities |
| Understand the cultural differences of students that may impact behavior. Utilize PBIS World interventions to support racially and ethnically diverse students | It is important to communicate with IEP teams when students are disciplined to determine services and amending the IEP especially if patterns exist. |

FAMILY and COMMUNITY ENGAGEMENT

GOAL For the 2022-2023 school year, to operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|--|----------------------------|--|--|
| | | b. Method for Monitoring | |
| Parent orientation to welcome families and provide information to help students to be successful | Local Funds | a. August 2022 b. Parent sign in sheets | School Administrators, FECs |
| Parent Compact to outline the roles of the schools and the parents to promote student achievement | Local Funds, Fund 150 | a. August 2022 b. Compacts | School Administrators, FECs |
| Parent Portal to promote parent involvement in academic success | Fund 150 | a. August 2022- May 2023 b. Surveys, Parent Portal Accounts | Student Information Clerks, FECs |
| Promote parent involvement and decision making in the schools through SGTs, PTOs, and parent surveys | Local Funds | a. August 2022- May 2023 b. SGT sign-in/agendas, PTO sign-in/agendas, annual parent surveys | School Admin, SGT members, PTO members, FECs |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|---|--|
| Survey students to determine rewards for good behavior that are of value to the students and won't negatively impact the learning environment. Provide information on community resources to support families through SSWs and FECs | Homeless social worker and Foster Care POC will work with families to provide support with community resources and communicate with schools to remove barriers such as transportation, school supplies, etc. |
| English Learners | Migrant |
| EL students may have very different reasons for behavior than other subgroups. It may require parent meetings to understand student behavior | Migrant students are tracked and monitored in the system to determine missing skills or need for community resources. Social workers and MEP outreach workers will support as needed. |
| Race/Ethnicity/Minority | Students with Disabilities |
| Survey students to determine rewards for good behavior that are of value to the students and doesn't negatively impact the learning environment | A parent mentor is in place to help parents to connect with resources and to communicate with the school to help students |

SUPPORTIVE LEARNING ENVIRONMENT

GOAL For the 2022-2023 school year, to operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|--|----------------------------|--|-------------------------------------|
| | | b. Method for Monitoring | |
| Schools will review discipline policy to ensure student equity | Local Funds | a. July 2022 b. System Strategic Planning | District/School Admin |
| Fully implementing PBIS and Capturing Kids’ Hearts with guidelines for behavior in the classroom and in transition | Fund 150, Federal Funds | a. August 2022- May 2023 b. Documentation of Implementation | School Admin, PBIS Coordinator |
| Utilize SWIS data to target patterns such as time and location of majority discipline referrals | Fund 150 | a. August 2022- May 2023 b. Monthly SWIS summary reports | PBIS Coordinator, PBIS school teams |
| Teachers as advisors and mentor program at the middle and high schools to improve student attendance and behavior | Local Funds | a. August 2022- May 2023 b. Attendance and discipline records | Middle/High Admin, Teachers |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|--|--|
| Provide character development and supports through social stories in reading and writing curriculum that are inclusive | Involve school social workers for support and resources to remove barriers and promote attendance. |
| English Learners | Migrant |
| EL students are monitored by their ESOL teacher in addition to the advisor | Involve school social workers for support and resources to remove barriers and promote attendance. |
| Race/Ethnicity/Minority | Students with Disabilities |
| Subgroup behavior and attendance is monitored by the school social worker to identify and address disproportionality | Consultation with the contracted Behavior Specialist to develop behavior strategies and consider the need for behavior intervention plan with case manager |