Clayton County Public School
2023-2024 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: E. J. Swint Elementary		**District Name:** **Clayton County Public Schools**
Principal Name: Sara Stephens		**School Year:** 2023-2024
School Mailing Address: 500 Hwy 138, Jonesboro, GA 30238		
Telephone: 770-473-2780		
District Title I Director Name: Katrina Thompson		
District Title I Director Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 678-817-3081		
ESSA ACCOUNTABILITY STATUS—Check only if applicable.		
Comprehensive Support ☐	**Targeted Support** ☐	**Promise School** ☐
BUDGET MODEL – Check all that apply.		
Title I, Part A Budget ☐		**Title I School Improvement Grant (SIG)** ☐
L4GA Budget ☐		
SIGNATURES AND REVISION DATE		
Principal's Signature: *Sara C. Stephens*		**Date: 7/25/2023**
Title I Director's Signature:		**Date:**
Assistant Superintendent's Signature:		**Date:**
TLSI Deputy Superintendent's Signature:		**Date:**
Revision Date:	**Revision Date:**	**Revision Date:**

CSIP Planning Committee:

The Principal attests that at least one committee meeting was held with a variety of stakeholders to work collaboratively throughout the plan's development. The following stakeholders collaborated on this CSIP. Agendas and sign-in sheets for all planning meetings must be submitted with the Comprehensive School Improvement Plan.

NAME	POSITION/ROLE
Sara Stephens	Principal.
Dr. Sharon Jones	Assistant Principal
Tori Durett	Literacy Coach
Densua Bonner	Counselor
Serena Smith	Title I Academic Coach
Deborah Robbins	Gifted Lead Teacher
Hanifah Sabree	Special Education Department Chair/Teacher
Tamika Crawford	ESOL Lead Teacher
Dr. Carmen Black	EIP Lead Teacher & SST Chairperson
Andrea Wade	Media Specialist
Shequita Lampkin	Fourth Grade Lead Teacher & ELA Department Chair
Iesha Taylor	Social Studies Department Chair
Keith Bennett	Student Engagement Specialist
Kym Young	Math Department Chairperson
Kyla Rogers	Science Department Chair
Valerie Williams	Parent Liaison
Kecia Blackmon	Parent
Kelli Kemp	1st Grade Lead Teacher
Sara Hodo	Kindergarten Lead Teacher
Teresa Reed	2nd Grade Lead Teacher

Data:

Include student achievement data charts/graphs and a written summary of the data that represent the schools' various subgroups (Academics, Discipline, and Attendance). Samples of student achievement data reports (MAP, Access Reports, EOC, Milestones).

Minimally include and summarize the following data if available for the school.

1) **2 years of the current GMAS data (2021-2022 and 2022-2023). Provide displays of data by subgroups.**

GMAS - Content Mastery - Spring 2022					
Subject:	**Beginning (0 pts)**	**Developing (.5 pts)**	**Proficient (1 pt)**	**Distinguished (1.5 pts)**	**Distinguished + Proficient**
ELA 3rd Grade	57%	26%	16%	1%	17%
ELA 4th Grade	36%	40%	23%	1%	24%
ELA 5th Grade	36%	38%	25%	1%	26%
ELA (All) 3rd - 5th					
Math 3rd Grade	40%	47%	12%	1%	13%
Math 4th Grade	35%	36%	24%	4%	29%
Math 5th Grade	62%	27%	10%	0%	10%
Math (All) 3rd - 5th					
Science - 5th Grade	54%	28%	16%	2%	18%

GMAS - Content Mastery - Spring 2023					
Subject:	**Beginning (0 pts)**	**Developing (.5 pts)**	**Proficient (1 pt)**	**Distinguished (1.5 pts)**	**Distinguished + Proficient**
ELA 3rd Grade	51%	35%	10%	3%	13%
ELA 4th Grade	49%	31%	18%	2%	20%
ELA 5th Grade	31%	42%	27%	0%	27%
ELA (All) 3rd - 5th					
Math 3rd Grade	17%	55%	23%	5%	28%
Math 4th Grade	38%	38%	20%	3%	23%
Math 5th Grade	54%	33%	8%	5%	13%
Math (All) 3rd - 5th					
Science - 5th Grade	53%	25%	19%	3%	22%

During the spring 2023 school year more than half of the 3rd and 5th grade students scored at the beginning learner level on the ELA GMAS and 49% of the 4th grade students performed at the beginning learner level. The school has to ensure there are appropriate supports and instructional practices implemented to meet the needs of struggling learners.

This data reflects a 4% point decrease in the number of 3rd grade learners who performed at the proficient/ distinguished level. A 4% decrease in the number of 4th grade students who performed at the proficient/ distinguished learner level, and a 1% point increase for 5th grade ELA students from the 2022 - 2023 testing seasons.

3rd grade math showed a 15% point increase with the number of students who performed at the proficient/ distinguished learner level in 2023. 4th grade decreased 6% points in math and 5th grade increased 3% points in math.

2) **2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.**

MAP 2022-2023												
Administration	Subject	Number of Students Tested	1st-20th percentile Number of Students	1st-20th percentile % of Students	21st-40th percentile Number of Students	21st-40th percentile % of Students	41st-60th percentile Number of Students	41st-60th percentile % of Students	61st-80th percentile number of Students	61st-80th % of Students	>80th percentile number of Students	>80th percentile number of Students
BOY	Reading 3rd Grade	82	41	50%	14	17%	13	16%	9	11%	5	6%
	Reading 4th Grade	87	35	40%	15	17%	16	19%	15	17%	7	7%
	Reading 5th Grade	101	28	27%	20	20%	24	24%	22	22%	7	7%
	Reading (All) 3rd - 5th	341	123	36%	68	20%	68	20%	58	17%	24	7%
	Math 3rd Grade	81	43	53%	25	31%	7	9%	5	6%	1	1%
	Math 4th Grade	87	43	49%	21	24%	11	13%	11	13%	1	1%
	Math 5th Grade	101	50	49%	20	20%	20	20%	8	8%	3	3%
	Math (All) 3rd - 5th	340	156	46%	85	25%	61	18%	31	9%	7	2%

MOY	Reading 3rd Grade	79	29	37%	16	20%	15	19%	15	19%	4	5%
	Reading 4th Grade	85	31	36%	24	28%	16	19%	11	13%	3	4%
	Reading 5th Grade	101	27	26%	20	20%	26	26%	19	19%	9	9%
	Reading (All) 3rd - 5th	335	111	33%	74	22%	70	21%	60	18%	20	6%
	Math 3rd Grade	79	32	41%	16	20%	20	25%	10	13%	1	1%
	Math 4th Grade	85	47	55%	21	25%	11	13%	5	6%	1	1%
	Math 5th Grade	101	47	46%	26	26%	15	15%	9	9%	4	4%
	Math (All) 3rd - 5th	335	154	46%	84	25%	60	18%	30	9%	7	2%
EOY	Reading 3rd Grade	82	41	50%	14	17%	13	16%	9	11%	5	6%
	Reading 4th Grade	87	35	40%	15	17%	16	19%	15	17%	6	7%
	Reading 5th Grade	101	28	27%	20	20%	24	24%	22	22%	7	7%
	Reading (All) 3rd - 5th	341	123	36%	68	20%	68	20%	58	17%	24	7%
	Math 3rd Grade	84	24	28%	19	23%	23	27%	14	17%	4	5%
	Math 4th Grade	89	36	41%	25	28%	18	20%	8	9%	2	2%
	Math 5th Grade	106	48	45%	23	25%	22	21%	6	6%	5	5%
	Math (All) 3rd - 5th	350	140	40%	88	25%	74	21%	35	10%	14	4%

MAP 2021-2022												
Administration	Subject	Number of Students Tested	1st-20th percentile Number of Students	1st-20th percentile % of Students	21st-40th percentile Number of Students	21st-40th percentile % of Students	41st-60th percentile Number of Students	41st-60th percentile % of Students	61st-80th percentile number of Students	61st-80th percentile % of Students	>80th percentile number of Students	>80th percentile % of Students
BOY	Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	3rd Grade											
	Reading 4th Grade	74	16	22%	13	17%	19	26%	16	22%	10	13%
	Reading 5th Grade	84	17	20%	18	22%	21	25%	22	26%	6	7%
	Reading (All) 3rd - 5th	158	33	21%	32	20%	40	25%	38	24%	16	10%
	Math 3rd Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Math 4th Grade	75	22	29%	21	28%	18	24%	14	19%	0	0%
	Math 5th Grade	82	24	29%	20	25%	20	24%	10	12%	8	10%
	Math (All) 3rd - 5th	157	47	30%	41	26%	38	24%	24	15%	8	5%
MOY	**Reading 3rd Grade**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Reading 4th Grade	82	22	27%	15	18%	19	23%	19	23%	7	9%
	Reading 5th Grade	85	30	35%	25	29%	11	13%	15	18%	4	5%
	Reading (All) 3rd - 5th	167	52	31%	40	24%	30	18%	33	20%	12	7%
	Math 3rd Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Math 4th Grade	81	29	36%	20	25%	17	21%	11	13%	4	5%
	Math 5th Grade	87	33	38%	27	31%	15	17%	11	13%	1	1%
	Math (All) 3rd - 5th	168	62	37%	47	28%	32	19%	22	13%	5	3%
EOY	**Reading 2nd Grade**	90	45	50%	23	26%	15	17%	3	3%	4	4%
	Reading 3rd Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Reading 4th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Reading 5th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Reading (All)	90	45	50%	23	26%	15	17%	3	3%	4	4%
	Math 2nd	90	53	59%	22	24%	7	8%	6	7%	2	2%

	Grade											
	Math 3rd Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Math 4th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Math 5th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Math (All)	90	53	59%	22	24%	7	8%	6	7%	2	2%

3) The current and 3 years of prior years' student attendance data.

Average Daily Attendance (CCRPI Attendance Rate)		
2022-2023	2021-2022	2020-2021
90.48% (67.85%)	92.97%	NA

The attendance data above reflects a 2.5% point decrease in daily attendance rates during the 2022-2023 school year. The CCRPI attendance rate shows that 67.75% of students were present for school 10% or greater of their days of enrollment and positively impacts the school's Readiness indicator..

ESOL – Percent of Students Increasing to a Higher Performance Band on ACCESS
2022 – 2023

Progress Toward ELP Score				
2023	2022	2021	2020	2019
99.11%	100%	56.34%	100%	100%

ESOL – Percent of Students Increasing to a Higher Performance Band on ACCESS
2021 – 2022

Progress Toward ELP Score			
2022	2021	2020	2019
100%	56.34%	100%	100%

The data charts above reflect the percent of ESOL students that increased from one grade band to another for the last two years. 99% of students moved one grade band during the spring 2023 administration.

3) The current and 3 years of prior years' student discipline data.

Monthly Discipline Events (ISS/OSS) 2022-2023										
August	September	October	November	December	January	February	March	April	May	Total
3	10	2	3	0	3	9	4	1	6	41
Monthly Discipline Events (ISS/OSS) 2021-2022										
August	September	October	November	December	January	February	March	April	May	Total
0	1	0	1	0	0	2	0	0	0	4

The discipline data above shows an increase in disciplinary infractions for the 2022-2023 school year. Below, is a table that lists the top three disciplinary infractions. There are consistencies with Disrespectful behaviors between students. The second most frequent behavior infractions are disruptive behaviors and physical altercations are the third most frequent behavior infractions.

Top Three Disciplinary Infractions		
2022-2023	2021-2022	2020-2021
1. Disrespect - Arguing With Another Student	1.Disrespect - Inappropriate Comment/ Gesture towards student	Data Not Available
2. Disruptive Behavior - Disrespect to Another Student	2.Disruptive Behavior - Class disruption	Data Not Available
3. Physical Offense - Horseplay	3.Physical Offense - Fighting	Data Not Available

Comprehensive Needs Assessment:

1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)
Is based on a comprehensive needs assessment of the entire school that considers information of the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(1)(A)**
Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Comprehensive Schoolwide Improvement Plan.
We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program. Several stakeholders were involved in the process of compiling data for the school's profile. The stakeholders that were involved in completing the needs assessment were the grade level chairpersons, the department chairs, all administrators, academic coach, literacy coach, , parents, and students. In an effort to ensure that we addressed the total school program, we selected staff members who guide their teams in collaborative planning sessions, assist in analyzing data, work with their teams to establish department level goals, lead professional development sessions with their teams, and serve as the instructional leaders in the school. The committee members worked in small groups with colleagues and addressed their assigned sections in the Title I School-wide Improvement Plan. They worked with their respective departments to establish the goals for the year based on the trend data and the performance targets established by the Georgia Department of Education. We currently do not have any migrant students enrolled at Swint Elementary School; however, in the event that the school were to gain a migrant population, we would follow district, state and federal guidelines to ensure that migrant students are afforded the same opportunities as all other students. Additionally, we work to make sure that all at-risk, failing, and retained students are identified by name. All teachers responsible for educating the students would be required to contact their parents at least once a month in an effort to ensure that the parents remain informed of their child's progress. We would also ensure that the students have access to all of their day-to-day instructional materials and supplies. The students would also be encouraged to participate in our Afterschool/Saturday Enrichment sessions throughout the year. The progress of our at-risk, retained, or failing students would be monitored and adjustments in their instruction would be made as needed. We have used the following instruments, procedures, or processes to obtain this information: ● Grade 3-5 GMAS Data ● MAP Data ● Attendance ● Discipline Data ● ACCESS Data

- Brainstorming Sessions to determine student strengths and weaknesses
- Collaborative Planning Sessions
- Parent Survey Data
- Student Attendance Data
- IReady Data
- Parent, Teacher, and Student Surveys

Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing or are at-risk of failing. (ED, EL, Race, Migrant, Foster Care, SWD, Gifted)

The data reviewed below focuses on the following subgroups:

- Economically Disadvantaged (ED) students
- Students with Disabilities (SWD)
- English Language Learners (ELs)

Teams completed a SWOT analysis (Strengths, Weakness, Opportunities, Threats) to identify barriers to learning opportunities. Data from the past two years were presented to identify strengths and weaknesses in student performance. Teachers in each grade level participated in collaborative planning sessions to complete the SWOT analysis. This information was then shared during the weekly grade-level collaborative planning meetings, Faculty PLCs, ELBC school-wide data meetings, and Title I meetings for further discussion and analysis. During the development of the plan, the leadership team accounted for the needs of all students, including SWDs, Els, homeless, and other sub groups.

The subgroups of focus in this plan, Els and SWDs, are supported through PDCA and its incorporation in co-teaching and collaborative teaching models. Students in these subgroups are taught by highly qualified teachers and are held to the same high expectations as general education students. TPC and IEP are developed, shared with general education teachers, and implemented to facilitate student achievement. Identified students receive multiple intervention strategies each day through direct instruction, ESL, and EIP services. Support staff provide additional remediation and acceleration to students in mathematics and reading two times per week to ensure students perform in the proficient and distinguished categories.

Student assessment data is analyzed for all common and unit assessments to determine if students are progressing towards identified goals. Formative and summative data are analyzed using artifacts, attendance data, grades, and discipline data. These additional data points are regularly monitored. Administrators and teachers collaborate through weekly data sessions. Students who are failing or at-risk of failing are monitored by utilizing differentiated charts, student work samples, and the rigor and relevance framework. Lesson plans are submitted weekly and monitored by administration intentionally highlighting

differentiated small group instruction. All assessment data and the GADOE Establishing Collaborative Planning Purpose Rubrics are kept in data notebooks and are monitored by administration on a monthly basis.

Swint ES has a transient student population that includes a large number of students who enroll and withdraw monthly. Newly enrolled students at Swint are given assessments with the goal of identifying targeted content areas and skills in which teaching and learning need improvement. Swint ES does not have a migrant student population. In the event there is an increase in migrant students, the school will follow district, state, and federal guidelines to ensure that migratory students receive a high quality and rigorous curriculum to ensure they reach proficiency or higher in all content areas. Administration and teachers will address student needs by working collaboratively with all stakeholders including the; counselor, social worker, parent liaison, and student engagement specialist to gather multiple sources of data to ensure each student's social needs are met. Along with administration, our SST Team, Circle of Support, counselor, student engagement specialist, and teachers will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach GA Performance Standards, assess for mastery, reteach with appropriate interventions/RTI (MTSS) and administer summative assessments to determine if mastery is achieved or further intervention is required.

Based on the CSIP team data analysis, prioritization of needs, and agreed upon root causes list the prioritized foci and root causes.

The weaknesses that were noted in Reading, Language Arts for students in 3rd- 5th grade include reading comprehension, citing textual evidence, constructed responses, reading fluency, grammar and vocabulary. In 3rd -5th grade math weaknesses include problem solving, vocabulary acquisition, fractions, decimals, algebraic operations, geometry, and written expressions. In Science, the students in grades 3rd - 5th experienced weaknesses in inquiry skills, vocabulary skills, analyzing data, & research skills.

We will continue to focus on ensuring that all of our students increase their reading fluency and comprehension skills. By enhancing their reading skills, this will have a positive impact on their overall academic success. We will continue to encourage our students to read by having them access MyOn, Amira and i-Ready on a daily basis. Additionally, we will implement a school-wide focus on Reading in all core areas. Students' progress will be monitored by gathering data on an on-going basis. Adjustments in instruction will be made as needed.

We have based our CSIP on information about all students in the school and identified students and groups of students who are not yet achieving the State Academic content standards and the State student academic achievement standards. We have included the following subgroups in this analysis:

- Economically disadvantaged students

- Students from various racial and ethnic groups
- Students with disabilities
- English Language Learners

The needs we will address include the following:
Analyzing Data using our data analysis tool, formative assessment data, and bi-weekly common assessment data from Illuminate.

- Technology Training using Canvas & Google Tools
- Standards based classroom: Savvas & HMH Math, HMH Reading, Amira, STEM Scopes, ADI, DBQ Online, Readworks.org , Illuminate Training
- Data Driven Differentiated Instruction
- Explicit Lesson Planning (Collaborative)
- Content Mastery for all subgroups
- Writing Across the Curriculum
- Reading Across the Board
- Numeracy Across the Curriculum
- Scientific Problem Solving

The specific academic needs of those students that are to be addressed in the school-wide program plan will include the following:

- Literacy Across the Curriculum
- Vocabulary Development across the curriculum
- Evidence Based Writing
- MyOn
- i-Ready
- Amira
- Close Reading Strategies
- Identifying those students who have Lexile scores below 400 (K-2) and 850 (3rd - 5th grade), incorporating the teaching of reading strategies throughout the curriculum.
- Ensuring that students are reading by setting goals each week and conferring with students periodically to hold them accountable for reading nightly.
- Incorporate D.E.A.R Time daily to promote reading (student choice)
- Identify students who are not mastering weekly reading and math standards and invite them to attend ASR.
- the ROOT CAUSE/s that we discovered for each of the needs were the following:
    - More focus is needed to address our SWD students' progress in Reading, Math and Science.
    - Students are not reading books that are commensurate with their Lexile Reading Level, which stifles their reading growth.
    - Students do not practice math word problem-solving at home and K-2 Addition and Subtraction and 3-5 Multiplication and Division Math Fact Fluency .

- Increase consistency with MYON testing and accountability
- We need to incorporate writing across the curriculum in all of our academic classes, which will assist in improving critical thinking skills.
- More focus is needed on vocabulary development for our students who are not mastering the standards.
- Professional Development is needed for teachers in an effort to increase the level of rigor, critical thinking skill activities, and differentiation within the classroom.
- DES Teachers need assistance with content development to enhance the instruction provided in the collaborative and co-teaching classes
- Opportunities need to be provided to allow our students to practice the content, whether through technological programs or through small group sessions.
- Professional development to enhance teacher effectiveness

Goals and Strategies: (Identify 3 to 4 SMART goals based on school needs.)

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 1:

During the 2023-2024 SY teachers will implement and monitor small group instruction with emphasis on closing foundational gaps in ELA and math in grades K-5 to attain an 8 point increase in the academic achievement of students.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Instructional Framework Professional Development	August 2023	N/A	Principal Assistant Principal Title I Academic Coach Literacy Coach
Incorporating Manipulatives to Build Students Conceptual Knowledge in Math	October 2023	Math Manipulative Grant	Title I Academic Coach Literacy Coach District Lead Math Teacher
Lesson Plan Digs with emphasis on small group planning	October 2023-April 2024	N/A	Principal Assistant Principal Title I Academic Coach Literacy Coach
Parent workshops: K-1st foundational skills, Lexile levels, and transition to support the	September 2023-May 2024	N/A	Title I Parent Liaison

growth of foundational skills			

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

Economically Disadvantaged	Foster and Homeless
Small group instruction will be provided. Various collaborative teaching models will be utilized by the classroom and support teachers to provide well planned, standards based, cohesive instruction that meets the needs of all students.	Differentiated instruction will be provided to ensure students receive support in targeted areas identified on all assessments. Various collaborative teaching models will be utilized to assist teachers with providing well planned, standards based, cohesive instruction to meet the needs of all students.
English Learners	**Students with Disability**
The ESOL teachers will co-teach, provide small group instruction, and differentiate instruction; pullout to support Access domains: speaking/listening as needed.	The DES teachers will co-teach, provide small group instruction, and differentiate instruction; pullout model for IEP goals..

Gifted Learners
The Gifted teacher will collaborate with general education teachers in providing differentiated instruction that focuses on STEM skills: critical thinking, communication, collaboration, and creativity.

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2:

During the 2023-2024 SY, small group learning opportunities will be increased for all children with a focus on students with disabilities, English language learners, and gifted students to meet the academic standards through enriched and accelerated curriculum.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Differentiated instruction using leveled readers and Math manipulatives	August 2023-May 2024	Math Manipulative Grant	Teachers
Monitoring of differentiated instruction using leveled readers and Math manipulatives	August 2023-May 2024	N/A	Principal Assistant Principal Title I Academic Coach Literacy Coach
Questioning to check for understanding	August 2023-May 2024	N/A	Teachers
Lesson sized, clear learning targets and goals through collaborative deconstruction of the standard	August 2023-May 2024	N/A	Principal Assistant Principal Title I Academic Coach Literacy Coach Teachers

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

Economically Disadvantaged	Foster and Homeless

Small group instruction will be provided. Various collaborative teaching models will be utilized by the classroom and support teachers to provide well-planned, standards based, cohesive instruction that meets the needs of all students.	Differentiated instruction will be provided to ensure students receive support in targeted areas identified on all assessments. Various collaborative teaching models will be utilized to assist teachers with provided well planned, standards based, cohesive instruction to meet the needs of all students.
English Learners	**Students with Disability**
Teachers will use data to inform instruction and provide various strategies to differentiate the learning for individual students. All stakeholders will collaboratively discuss each student's progress and select resources to address their individual needs. Students will work in small groups with modified lesson plans when appropriate. The ESOL teachers will provide visuals, graphic organizers, sentence frames, manipulatives, and utilize cooperative learning.	Teachers will use data to inform instruction and provide various strategies to differentiate the learning for individual students. All stakeholders will collaboratively discuss each student's progress and select resources to address their individual needs. Students will work in small groups with modified lessons when appropriate. The DES teachers will provide visuals, graphic organizers, sentence frames, manipulatives, and utilize cooperative learning.
Gifted Learners	
Teachers will use data to inform instruction and provide various strategies to differentiate the learning for individual students. All stakeholders will collaboratively discuss each student's progress and select resources to address their individual needs. Students will work in small groups with modified lessons when appropriate. The Gifted teacher will provide visuals, graphic organizers, writing tasks, manipulatives, and utilize cooperative learning.	

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 3:

During the 2023-2024 SY faculty and staff will increase the number of students absent less than 10% of their enrolled academic year.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Per Grade Level Classroom Attendance - Entire Class Present for the 4 1⁄2 Weeks: Classes with the most students present for the 4 1⁄2 weeks period will be presented with the NBA (Never Been Absent) Trophy to display inside the classroom and a Perfect Attendance Banner to display outside the classroom.	August 2023-May 2024	Fundraising	Principal Assistant Principal Parent Liaison Counselor Social Worker Attendance Committee
Provide incentive for students (NFL – Never Found Late celebration, perfect attendance awards, sock hop dance, Student of the Month, PBIS, and address reverification)	August 2023-May 2024	Fundraising Title I	Principal Assistant Principal Parent Liaison Counselor Social Worker

Implement effective student attendance protocol (i.e., tracking, attendance coding, address verification) by classroom teachers each week and school-wide attendance team	August 2023-May 2024	N/A	Assistant Principal Teachers Attendance Committee
Implement strategic parent engagement activities and workshops to support parents in positively impacting student attendance	August 2023-May 2023	Title I	Principal Assistant Principal Counselor Title I Parent Liaison Student Engagement Specialist Teachers

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

Economically Disadvantaged	Foster and Homeless
Counselor and Social Worker (when needed) will make home visits to address attendance. Homeroom teachers will call the parent after three consecutive absences. The Principal clearly communicates the school's attendance goals and policies with parents via Sunday Evening Calling Post and school website.	Teachers will track individual student attendance frequently and provide incentives. Parent conferences are held on an as needed basis regarding chronic absenteeism. Social workers will work closely with families to ensure students have access to social and emotional learning (SEL) resources.
English Learners	**Students with Disability**
The ESOL (English to Speakers of Other Languages) teachers will track individual student attendance frequently and provide incentives. Parent conferences are held on an as needed basis regarding chronic absenteeism. Ensuring a translator has been requested and is available for all before, during, and after-school events.	The DES (Department of Exceptional Students) teachers will track individual student attendance frequently and provide incentives. Parent conferences are held on an as needed basis regarding chronic absenteeism.
Gifted Learners	

The Gifted teacher will track individual student attendance frequently and provide incentives. Parent conferences are held on an as needed basis regarding chronic absenteeism.

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 4:

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible

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

Economically Disadvantaged	Foster and Homeless
English Learners	**Students with Disability**
Gifted Learners	

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

c) 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:

i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

Swint ES considered all identified deficits and researched best practices to bridge the academic achievement gap of our most at risk students. We believe the following scientifically research based strategies will be most effective in meeting the diverse needs of the students:

1. Vocabulary Instruction - Teachers will provide students with Frey words and will check them off each day to ensure progress is made. Students will also complete the kids version of Wordle during the morning announcements and complete a Frayer model graphic organizer to identify the meaning of the words learned in class. Students will also be taught standards based vocabulary words across the curriculum using the Frayer model and KIM charts.
2. Gradual Release Model - Students will gain gradual responsibility of their own learning by using various skills and strategies during modeling, guided and independent work. Students will always be afforded opportunities to participate in academic discourse.
3. Acceleration - Teachers will expose targeted groups of students to content prior to the lesson to provide and develop knowledge for students to connect to up and coming content.
4. Backwards Design Lesson Planning - Teachers will prepare lesson plans based upon desired learning targets.
5. Rigor & Relevance Framework - Teachers will create questions and lessons to strengthen higher order thinking skills of students.
6. Plan, Do, Check, Act Model - Teachers will follow the PDCA model when planning, implementing, assessing data, and revising the plan to ensure remediation and acceleration is provided when appropriate.
7. Academic Discourse - Class discussions will be utilized to support speaking, listening, comprehension, and analysis skills of students. Teachers will assess the knowledge, language skills, and comprehension of students as they take turns discussing the content.
8. Reciprocal Questioning - Students will develop their own questions based on the class lesson.

9. Lexile Levels - Students and parents will be provided with the Lexile level of the student and the Lexile Reading goal of the students. myON challenges will be used to support students in increasing their Lexile levels.
10. DEAR (Drop Everything and Read) Time - DEAR time and read alouds will be used to develop the love of reading in each child. At the beginning of the school day (7:20-7:55) students in each grade level will read leveled books and novels in each content area to increase reading comprehension, Lexile scores, and to build stamina. Students will read independently, with peers, and with the teacher. Teachers are required to read to the students daily. Students in all grade levels are provided grade level specific, rigorous, and standards-based questions to increase higher order thinking skills and writing skills. Students will respond to standards-based questions of their choice or questions designed and written in their reading journals.

ii) 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

Students will be exposed to a variety of college & career choices through College & Career Week presentations from local members of the business community.

iii) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

The implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the IDEA requires collaboration between our teachers and our Department of Special Services Lead. We document and track student behaviors that warrant the use of the Student Success Team (SST) & Response to Intervention (RTI). As an intervention for students in Tier I and Tier II of our tiered model, one-on-one support is provided by our counselor and student engagement specialist. The counselor plays a pivotal role coordinating activities to support our tiered model such as guided lessons using the Seven Habits of a Happy Kid and Student of the Month. As our counselor and Student Engagement Specialist work with students, referrals are made to our assistant principal and school behavior specialist through the circle of support to ensure we are supporting the whole child. In addition to this, along with our counselor, the PBIS team provides incentives. As a student transitions into Tier III or Tier IV, the general education classroom teacher, school psychologist, and RTI team collaborate to track and monitor student progress. Ultimately, this process ensures our students are identified and receive the necessary services to be successful.

iv) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to

recruit and retain effective teachers, particularly in high need subjects; *(A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.)*

To enable all students within the school to meet the state's academic achievement standards teachers are provided on-going professional development. To increase communication among grade levels and interdisciplinary efforts, administrators and teachers meet collaboratively each Wednesday to discuss ways to improve the academic and social needs of the students, We discuss lesson planning, research h based strategies, technology usage/needs and assessment data, and supporting students social emotional learning. Multiple sources of data are discussed with a focus on targeting and addressing achievement gaps among subgroups. Administrators, academic coaches, special education, ELL, the media center specialist, counselor, EIP lead, parent liaison, student engagement specialist, and gifted teacher meet every Monday to discuss state and district mandates to ensure timelines are met and shared with the Leadership Team. Leadership Team meetings are conducted bi-weekly on Mondays and collaborative planning meetings are held on Wednesdays after school. Paraprofessionals meet with teams on an as-needed basis. To support academic endeavors that impact the entire school, training and professional development are continuously offered for further professional growth In regards to vision and purpose. This training is a reflective development of both our traits established as a school as well as those established as a state and county community of learners and educators. We have developed sufficient resources to carry out the professional development activities that address the root causes of academic problems. For example - money, time, resources, and instructional paraprofessionals/coaches. Professional development is provided to staff to ensure all students' needs are met.
When teachers attend professional development courses, they are required to participate in the trainer model with the goal of increasing the pedagogical skills of all teachers. Department chairs, math ambassadors, technology liaisons, content leads, and the academic coaches are required to redeliver research based instruction and strategies ensuring high quality education for all students. Our staff also participated in continuous book students (ASCD/edtopia.org) to stay abreast of the latest educational; trends. They also participate in the following workshops:

- Technology training utilizing Canvas and Goggle Tools
- Standards based Classroom: Savvas & HMH Math, HMH Reading, Amira, STEMScopes, ADI, DBQ Online, readworks.org and Illuminate Training
- Data Notebook Training
- i-Ready: Mathematical Discourse and Phonics
- Close Reading
- Rigor & Relevance Training
- Mathematical Modeling in K-5

Swint has included teachers, principals, paraprofessionals, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs to promote an academic climate that actively supports teaching and learning through a variety of programs and resources.

Professional Learning Programs and Resources:

- Georgia Performance Standards
- Differentiated Instruction - meeting the needs of individual learners
- Collaboration/Co-teaching supports to help meet the needs of all students
- Rigor and Relevance in the Classroom
- Literacy/Writing Across the Curriculum
- Integration of Technology
- Explicit Instruction Strategies
- Professional Learning Opportunities
- Engaging Students in Hands on Science Experiments
- Usage of Critical Thinking in Science
- Close Reading Practices & Annotation in Social Studies
- Usage of Document-Based Questioning in Social Studies
- Effective Math Strategies
- Monitor classrooms through Focus Walks

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on and to improve the achievement of individual students and the overall instructional program in the following ways:

- Encourage teachers to attend workshops throughout the year (CCPS PLC & Metro RESA)
- Allot Title I funds for administrators and teachers to attend conferences and workshops Purchase educational books for book studies
- Provide resources to implement Standards based Classrooms
- Conduct Teacher Keys Training to create standards-based lessons
- Provide onsite workshops during and after school hours
- Redeliver instruction through the Train the Trainer Model
- Focus on the use of Explicit Lesson planning
- Differentiated Instruction and Implementation
- CCPS Instructional Framework Training

Surveys were distributed to identify the perceptions of parents, teachers, and students regarding the quality of education at Swint Elementary School. Teachers took online surveys to evaluate the schools direction and progression towards the goals outlined in the mission and vision. Parents and students took online surveys to evaluate the quality of instruction at the school. Data from the survey results will be used to identify areas where we are performing well, those that need improvement and to modify the school's academic direction and to revise SMART goals.

During the 2023-2024 SY teachers will be provided a fall survey to identify the needs of teachers and support staff. The results of the survey will be used to implement necessary resources, professional development, and tools to meet the needs of stakeholders.

v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Middle and high schools, describe how the school will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education including, if applicable.

A plan has been developed to assist preschool children in the transition from early childhood programs. Are also included are transition plans for students entering middle school and entering from private schools. Eligible children are able to enter the special needs preschool program on their 3rd birthday. If that birthday falls after September 1st, the student may have an additional two years in the preschool program. Preschool children will be transitioned from the half-day class to a full day class in the county before their final year of preschool. This helps them to build stamina for a full day of school.

Fifth grade students are provided experiences that mirror middle school. Students visit the middle school they will attend and have an orientation to prepare them for the transition. The school is departmentalized in grades four and five to ensure students are able to rotate from class to class in an effective manner. Field trips are structured to meet the academic and social needs of the students. All students have the opportunity to participate in activities such as Junior Beta Club, WEJS News Team, Helen Ruffin Reading Bowl, myON Reading Challenge, Accelerated Reader, Millionaires Club, Challenge 24, Social Studies Fair, and Hear Our Voices.

vi) describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners and Students with Disabilities.

Swint Elementary will use and implement effective parent and family engagement strategies for parents of English learners (ELs) and students with disabilities (SWD). By conducting parent-teacher conferences on an as needed basis. The parent liaisons and teachers will provide opportunities for families to be involved through a variety of activities at school and at home like Hispanic Heritage Month, Black History Month, Students with Disabilities Week activities. In addition, teachers conduct parent meetings, including the annual education plan meetings, eligibility meetings, and the annual ESOL parent meetings. Educational resources are provided in English and multiple languages that reflect the school population.

Plan Development and Evaluation:

3. Evaluation of School-wide Plan ~ 34 CFR 200.26

a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program

The school will address the monitoring and implementation of our school-wide plan by using data notebooks to organize academic data. Data notebooks are utilized to organize pertinent data, plan for instruction, create small instructional groups to address students' academic and social needs. The notebook will contain artifacts for the 10 TKES standards. Teachers will analyze student data with a focus on having all students reach proficiency or above in all reading and number sense with math while tracking this information in their data notebooks. The data will be utilized to create standards-based lessons and to collect appropriate hands-on and research-based resources consistent with and designed to implement the state and local improvement plans. Administrators will work with teachers to endure data notebooks are 'living documents' with current school assessment data.

The school-wide program has been effective in having consistency. Weekly monitoring will be conducted to discuss data related to student growth and achievement for SWD and ELL student populations. Additionally, student assessment data will be analyzed for all common assessments to determine if students are progressing towards set goals. Analysis of formative and summative data artifacts, attendance, grades, and discipline data will also be monitored.

The school-wide plan will be revised and differentiated groups will be monitored and changed based on disaggregated data results. The results will be discussed during grade level and vertical team collaborative planning sessions to identify the most effective ways to reteach skills. Students will be provided multiple opportunities to master skills to ensure mastery. Students are expected to understand key vocabulary words from the standards.

Clear expectations for student learning are established based on the state performance standards. The utilization of several data tools. Teachers analyze data to strategically target areas of strength and weaknesses for individual students. These goals/expectations are shared with students and parents through newsletters, the school website, teacher websites, and conferences with parents.

4. ESSA Requirements to Include in the Schoolwide Plan Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

The following information is provided to parents to encourage engagement and input via weekly Sunday all calls by the principal, Infinite Campus email blast by the principal, Class Dojo, Remind, the school website, Title I meetings, the school marquee, and Title I monthly workshops including; Parents Right to Know, Parent and Family Engagement plan, School Parent Compact, Schoolwide/school improvement plan, and the 1% parent and family engagement budget.

5. Schoolwide Plan Development ~ Section 1114 (2)(B)(i-iv)

a) is developed during a 1-year period
b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)
c) remains in effect for the duration of the school's participation in a Title I School-Wide Program
d) is available to the school district, parents, and the public, in a language that parents can understand
e) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

Title I funds will be used to support students, teachers, and parents. Students will be provided technology and other resources needed to complete daily assignments in a given allotted time. Teachers will participate in collaborative planning inside and outside of the district to ensure they stay abreast of the latest educational trends. Parents will work closely with the parent liaison to receive training to bridge the gap between home and school. The main focus of all meetings will be to increase student achievement for all students. The school will implement the programs listed above by referring to the components of the Title I school improvement plan during all meetings. All stakeholders will have continuous meetings to ensure resources are made available to them when needed.

From 2014-2023, all students received free breakfast and lunch. Our nutrition program coordinates breakfast and lunch for the school population. Food bank information is updated and provided to families accordingly. Our Title I parent liaison worked with partners to provide uniforms when necessary.

Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
CCPS Instructional Framework	August 2023	K-5	Title I Academic Coach Literacy Coach
CSIP & GMAS Data Analysis	August 2023	K-5 & Support Staff	Principal Assistant Principal Title I Academic Coach Literacy Coach
Notice & Wonder Data Protocol with Data Notebooks	September 2023	K-5 & Support Staff	Principal Assistant Principal Title I Academic Coach Literacy Coach
MAP, i-Ready, & Amira BOY Data Analysis K-5 BOY MAP Data SWOT A…	September 2023	K-5	Title I Coach Literacy Coach
HMH & Phonics Integration	September 2023	K-2	HMH i-Ready Literacy Coach
New GA Math Standards K-12	October 2023	K-5	CCPS Math Department
Close Reading	September 2023	K-5	Title I Academic Coach Literacy Coach
ACCESS SWOT Analysis	October 2023	ESOL Teachers	Principal Assistant Principal Title I Academic Coach Literacy Coach
Mathematical Modeling	November-December 2023	K-5	Title I Academic Coach

Canvas	September 2023-December 2023	K-5	Digital Learning Specialist
Where Are We Now?	December 2023-January 2024	K-5 & Support Staff	Principal Assistant Principal Title I Academic Coach Literacy Coach
Lesson Plan Digs Focused on Small Group Instruction	January 2024	K-5 & Support Staff	Title I Academic Coach Literacy Coach
MAP, i-Ready, & Amira MOY Data Analysis	February 2024	K-5 & Support Staff	Title I Academic Coach Literacy Coach
ACCESS SWOT Analysis	February 2024	ESOL Teachers	Principal Assistant Principal Title I Academic Coach Literacy Coach
Differentiation, Remediation, & Acceleration	March 2024	K-5 & Support Staff	Title I Academic Coach Literacy Coach
Lesson Plan Digs Focus on Small Group Instruction	April 2024	K-5 & Support Staff	Title I Academic Coach Literacy Coach
Where Are We Now?	April 2024-May 2024	K-5 & Support Staff	Principal Assistant Principal Title I Academic Coach Literacy Coach

Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Sent Home and Posted on School Website: School-Family Compact School PFEP District PFEP	August 2023	Title I Parent Liaison
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	August - September 2023	Title I Parent Liaison Teachers
Annual Title I Parent Meeting: Meeting held Documents posted on school website	August - September 2023	Title I Parent Liaison
Building Parent Capacity Fall: (F2F or Zoom) *Required Parent Capacity Events* *(An event can be a workshop, night event, or a Zoom workshop. Checklists are required with every event, and the event must be aligned with the school goals.* Curriculum Workshop 1	September 27, 2023	Title I Parent Liaison
Building Parent Capacity Fall: Curriculum Workshop 2	September 28, 2023	Title I Parent Liaison
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	October 11, 2023	Title I Parent Liaison Digital Learning Specialist
Building Parent Capacity Fall:	October 18, 2023	Title I Parent Liaison ESOL Teachers

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
EL Parent Workshop (if applicable)	February 2024	
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	November 8, 2023	Title I Parent Liaison
Building Staff Capacity (Fall):	November 27, 2023	Title I Academic Coach Title I Parent Liaison
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	December 6, 2023	Title I Academic Coach Title I Parent Liaison
Fall October Data Dig: PLC to review Dashboard Data	October 2023	Principal Assistant Principal Title I Academic Coach Literacy Coach
Fall December Data Dig: PLC to review Dashboard Data	December 2023	Principal Assistant Principal Title I Academic Coach Literacy Coach
Building Staff Capacity (Spring):	February 26, 2024	Title I Academic Coach Title I Parent Liaison
Building Parent Capacity Spring: Curriculum Workshop 3	March 20, 2024	Title I Academic Coach Title I Parent Liaison
Building Parent Capacity Spring: Assessment Workshop	March 27, 2024	Title I Academic Coach Title I Parent Liaison
Building Parent Capacity Spring: Transition Meeting	April 18, 2024	Counselor Title I Parent Liaison
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1	March 25, 2024	Title I Academic Coach Title I Parent Liaison

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Continuous Communication 2 Continuous Communication 3		
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3		Title I Academic Coach Title I Parent Liaison
Spring March Data Dig PLC to review Dashboard data	April 2023	Principal Assistant Principal Title I Academic Coach Literacy Coach
Spring May Data Dig PLC to review Dashboard data	May 2024	Principal Assistant Principal Title I Academic Coach Literacy Coach
Input Meeting (s) FY23: Staff Parents/Families Students	August 2023 - September 2023	Principal Assistant Principal Title I Academic Coach Title I Parent Liaison Counselor Student Engagement Specialist

Tentative Budget