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| **PROGRAM EVALUATION FOR THE 2022-2023 SCHOOL YEAR** |
| **Principal Name: Chris Haymore** |
| **School’s Name: Mansfield Elementary** |
| Annually evaluating the schoolwide plan, using data from the State’s assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.  Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.  (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)). |
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| **Directions** Evaluate your Title I SWP by using the data provided in your Comprehensive Needs Assessment (CNA) to determine if your goals for each area were met. |

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| **2022-2023 Program Evaluation of the Schoolwide Plan** | |
| **Goals and Strategies** | |
| **Math** | |
| **SMART Goal:** Seventy percent of students in grades K-5 will demonstrate their overall mastery of grade level Math content by progress, meeting, or exceeding the standards or by achieving at least a final score of 70 in the content area. | |
| **Smart Goal Met?  Smart Goal Not Met?** | |
| **Based on student report card data, what percentage of your students passed math? 95%%** | |
| **Based on student report card data, what percentage of your students failed math? 5%** | |
| **ELA/Reading** | |
| **SMART Goal:** Seventy percent of students in grades K-5 will demonstrate their overall mastery of grade level ELA/Reading content by progress, meeting, or exceeding the standards or by achieving at least a final score of 70 in the content area. | |
| **Smart Goal Met?  Smart Goal Not Met?** | |
| **Based on student report card data, what percentage of your students passed ELA/Reading? 95%** | |
| **Based on student report card data, what percentage of your students failed ELA/Reading? 5%** | |
| **Science** | |
| **SMART Goal:** Seventy percent of students in grades K-5 will demonstrate their overall mastery of grade level Science content by progress, meeting, or exceeding the standards or by achieving at least a final score of 70 in the content area. | |
| **Smart Goal Met?  Smart Goal Not Met?** | |
| **Based on student report card data, what percentage of your students passed science? 96%** | |
| **Based on student report card data, what percentage of your students failed science? 4%** | |
| **Social Studies** | |
| **SMART Goal:** Seventy percent of students in grades K-5 will demonstrate their overall mastery of grade level Social Studies content by progress, meeting, or exceeding the standards or by achieving at least a final score of 70 in the content area. | |
| **Smart Goal Met?  Smart Goal Not Met?** | |
| **Based on student report card data, what percentage of your students passed social studies? 76%** | |
| **Based on student report card data, what percentage of your students failed social studies? 24%** | |
| **Support Areas** | |
| **Directions:** Describe how parent and family engagement, technology, professional learning, and student behavior/attendance influenced student achievement. | |
| **Parent and Family Engagement:** | 2022-2023 again saw questions arise concerning student attendance at school and attending to school when present. Across grade levels, teachers believe that parents are de-emphasizing school. This is seen as a problem nationwide. One response on the Title I Parent Survey actually stated that school was not a top priority all of the time when compared to other activities. |
| **Technology:** | Connectivity issues are no longer an issue at Mansfield. There is concern that teachers may be trying to implement too much technology at the expense of direct and small group instruction. |
| **Professional Learning:** | Professional learning centered around the implementation of the PLC process at the school. Staff saw it as beneficial. This will help build teacher efficacy. |
| **Student Behavior and Attendance:** | The school is now dealing with a “covid mindset”. Students seem to be missing more school, and parents are less supportive of attendance. Behavior is not a limiting factor; however, the school will be instituting a PBIS “framework” for the 23-24 school year. |

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| **SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE** | | | | |
| **School Name: Mansfield Elementary School** | | | **District Name: Newton** | |
| **Principal Name: Chris Haymore** | | | **School Year: 2020-2021** | |
| **School Mailing Address: 45 East Third Avenue, Mansfield, GA 30055** | | | | |
| **Telephone: 770-784-2948** | | | | |
| **District Title I Director/Coordinator Name: Dr. Shelia Thomas** | | | | |
| **District Title I Director/Coordinator Mailing Address:** | | | | |
| **Email Address: thomas.shelia@newton.k12.ga.us** | | | | |
| **Telephone:** | | | | |
| **ESEA WAIVER ACCOUNTABILITY STATUS**  **(**Check all boxes that apply and provide additional information if requested.) | | | | |
| **Comprehensive Support School** | | **Targeted Support School** | | |
| **Title I Alert School** | | | | |
| **Revision Date: 7/29/21** | **Revision Date: 5/26/22** | | | **Revision Date: 6/12/23** |

### **DISTRICT STRATEGIC GOALS**

**Strategic Goal Area I: Student achievement and success**

* **Performance Objective A: Increase student mastery of standards**
* **Performance Objective B: Increase opportunities for students to demonstrate success** **beyond test scores**
* **Performance Objective C: Increase graduation rate**
* **Strategic Goal Area II: High-quality workforce**
* **Performance Objective A: Recruit a high-quality workforce**
* **Performance Objective B: Increase capacity of staff to deliver and support high-quality instruction**
* **Performance Objective C: Retain high-quality personnel by cultivating and supporting staff**
* **Strategic Goal Area III: Culture. Climate, & Communication**
* **Performance Objective A: Provide an equitable and inclusive learning environment**
* **Performance Objective B: Provide opportunities for two-way communication with all stakeholders**
* **Performance Objective C: Ensure strong community partnerships**

**• Strategic Goal Area IV: Organizational and operational effectiveness**

* **Performance Objective A: Ensure a systemic culture of safety**
* **Performance Objective B: Provide high-quality operational and instructional supports**
* **Performance Objective C: Utilize professional learning communities to improve** **performance**
* **Performance Objective D: Utilize performance management strategies aligned to the** **strategic plan**

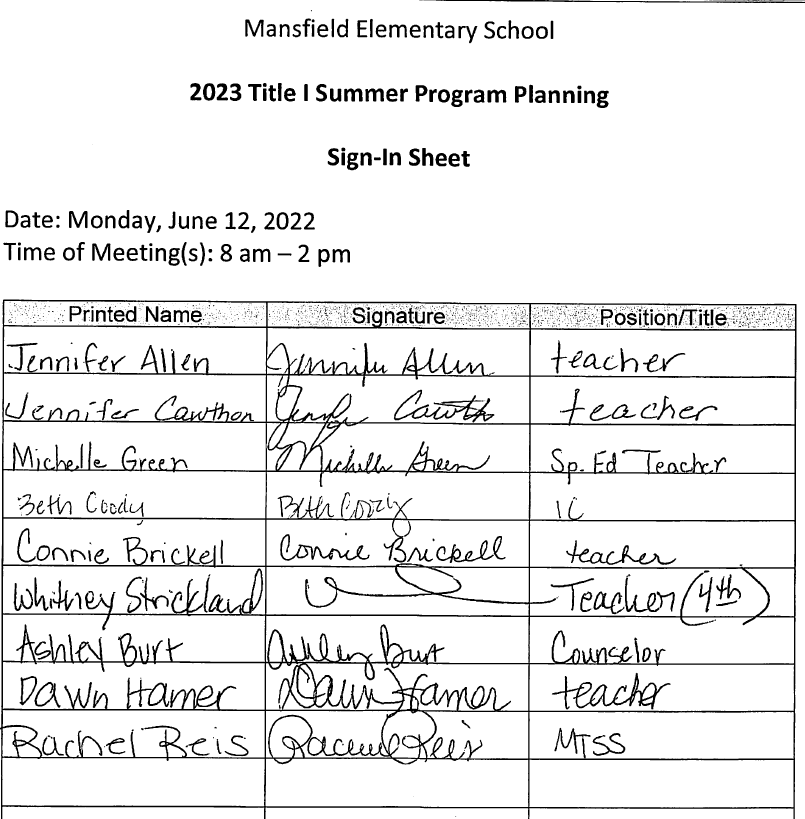
Planning Agenda



## **Planning Committee Members:**

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| **NAME** | **MEMBER’S SIGNATURE** | **POSITION/ROLE** |
| Brickell, Connie |  | 5th grade teacher |
| Coody, Beth |  | Instructional Coach |
| Haymore, Chris |  | Principal |
| Allen, Jennifer |  | 3rd grade teacher |
| Cawthon, Jennifer |  | Kindergarten teacher |
| Strickland, Whitney |  | 4th grade teacher |
| Hamer, Dawn |  | 2nd grade teacher |
| Green, Michelle |  | Sp. Ed. Teacher |
| Sauls, Teresa |  | Assistant Principal |
| Burt, Ashley |  | Counselor |
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## **2023 Summer Planning**



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## SWP/SIP Components

| 1. **Comprehensive Needs Assessment – Section 1114(b)(1)(A)** |
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| Is based on a comprehensive needs assessment of the entire school that takes into account information on 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. |

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| |  | | --- | | We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were… | | *Response:* Connie Brickell, 5th grade teacher  Ashley Burt, Counselor  Beth Coody, Instructional Coach  Chris Haymore, Principal  Jennifer Allen, 3rd grade teacher  Dawn Hamer, 2nd grade teacher  Jennifer Cawthon, Kindergarten teacher  Michelle Green, Special Education teacher  Whitney Strickland, 4th grade teacher  Teresa Sauls, AP |  |  | | --- | | We have used the following instruments to obtain this information . . . | | *Response*   * Georgia Milestones Assessment * IOWA * Subgroup Performance Data * Behavior * Attendance   Data used in the creation of the plan came from the 2022-2023 administrations of the EOG and IOWA tests. Growth measurements for EOG’s were not available at the time.  **School Demographic Data**    **2022 -2023 Milestones Results**  **Overall ELA**    **Overall Math**    **Overall Science**    **EOG By Grade**  3rd Grade Math    3rd Grade ELA    4th Grade Math    4th Grade ELA    5th Grade Math    5th Grade ELA    5th Grade Science  Milestones Sub-group Performance  ELA    Math  Science   |  | | --- | | Summary: Updated data from 2022-2023 was somewhat disappointing. One piece of data that stood out was the number of Level 4’s in ELA. There were only 2 Level 4’s in 5th grade. We know that we must own our data; however, the entire team saw this as an anomaly and led to other questions that could be outside of our control. |   2021-2022 IOWA Data  ELA    Math    IOWA Growth      2nd Grade      Summary: IOWA data was very encouraging for us. All grades showed improvement from Fall to Spring. Student growth was even more positive. The lowest percentage of students meeting or exceeding growth was found in 4th grade reading. “only” 79% of 4th graders met or exceeded expected growth on the IOWA. This is tremendous for our school. 89% of 2nd graders exceeded growth in math on the IOWA Spring examination.  GKIDS Data     |  | | --- | | Summary: The GKIDS Data revealed that at least 84% of the students in the kindergarten classes were developing, demonstrated, or exceeding the phonics standards. In the area of math (addition and subtraction) at least 90% of the students in each class were developing, demonstrating, or exceeding the standards. |     Behavior 22-23         |  | | --- | | Summary: Discipline data from 22-23 illustrates a total of 31 incidents for the year. Discipline is not a limiting factor at Mansfield. The school did; however, adopt a PBIS framework as requested by the county guiding coalition. This framework, the 3 B’s, will remain in place for the 23-24 school year. |   2020-2021 Attendance Data   |  |  |  |  | | --- | --- | --- | --- | | # of days missed | 21-22 | 22-23 | Change | | <5 | 151 | 128 | -23 | | 6-10 | 133 | 117 | -16 | | >11 | 147 | 168 | +21 |  |  | | --- | | Summary: 59% of students missed 10 or fewer of their enrolled days during the 2022-2023 school year. This data continues to differ from previous years. Although the pandemic has ended, we are still seeing excessive absences from school (41% of students missed 10+ days of school). This is a phenomenon that is being witnessed across the entire country. We will continue to monitor attendance during the 23-24 school year. | | |  |   Parent Survey Data     |  |  | | --- | --- | | Summary: Data to continues to reveal a desire by parents to be in the school more. Mansfield will implement a volunteer sign-up so parents can feel more welcomed by the school.  Why are students not performing well in **Math?** | | | **ROOT CAUSE** | **HOW TO ADDRESS CONCERNS** | | Students struggle with the more intensive math vocabulary in breaking down word problems. | * Improve reading skills of students * Increase repetition and exposure to word problems with use of math vocabulary. | | Students lack proficiency in fact fluency and computation. This is a particular problem in 3rd grade with the change to multiplication/division. | * Daily drills for students * Utilization of ALEKS Math & programs to increase fluency | | Parents lack the skill set to support students at home. | * Educate faculty and staff in ways to work with parents to help improve math skills at home. | |  |  | | **SMART Goal:** **Students in grade K-5 will increase their Math score by 5% as measured by the FastBridge screener.** | |  |  |  | | --- | --- | | Why are students not performing well in **ELA/Reading?** | | | **ROOT CAUSE** | **HOW TO ADDRESS CONCERNS** | | Students lack proficiency in phonics skills. | * Use phonics and phonemic awareness program in Really Great Reading grades K-2 and in upper grades as needed. * Direct phonics instruction in small groups | | Students lack time to practice independent reading skills. | * Assist students in selecting books that are geared toward their interests * Increase independent reading time in grades 2-5 through signed reading logs | | Students lack exposure to vocabulary. | * Direct instruction in critical vocabulary (Scholastic) | | **SMART Goal:** **Students in grade K-5 will increase their ELA score by 35% as measured by the FastBridge screener.** | |  |  |  | | --- | --- | | Why are students not performing well in **Science?** | | | **ROOT CAUSE** | **HOW TO ADDRESS CONCERNS** | | Students need more opportunities for hands-on activities in science. | * Continued use of interactive notebooks in science. * Increase opportunities for hands-on activities in science. | |  |  | | **SMART Goal:** **Students in grade 5 will increase their Science score by 3% as measured by the 2023 Georgia Milestones End of Grade Assessment.**  **Seventy percent of students in grades K-2 will demonstrate their overall mastery of grade level Science content by progress, meeting, or exceeding the standards or by achieving at least a final score of 70 in the content area.** | |  |  |  | | --- | --- | | Why are students not performing well in **Social Studies?** | | | **ROOT CAUSE** | **HOW TO ADDRESS CONCERNS** | | Students have performed well and achievement maintenance is desired. | * Continued use of interactive notebooks in social studies | |  |  | |  |  | |  |  | |  |  | | **SMART Goal:** **Seventy percent of students in grades K-5 will demonstrate their overall mastery of grade level Social Studies content by progress, meeting, or exceeding the standards or by achieving at least a final score of 70 in the content area.** | |  |  |  | | --- | --- | | Why are students not performing well in **Behavior?** | | | **ROOT CAUSE** | **HOW TO ADDRESS CONCERNS** | | Students need more instruction in social behaviors as they relate to the school setting. | * Teach appropriate behavior to students through the Mansfield Student 3B program and No Place for Hate Programs * Develop clear school-wide expectations for behavior * Reward positive behavior on a regular basis | |  |  | |  |  | |  |  | |  |  | | **SMART Goal:** **Behavior incidents at Mansfield during the 2022-2023 school year will decrease by 5%.** | | |

| 1. **Schoolwide Reform Strategies** – Section 1114(b)(7)(A)(i-iii)(I-V) |
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| Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:  a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;  b). use methods and instructional strategies that strengthen 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; |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **MATH GOAL** | | | | | | | **Students in grade K-5 will increase their Math score by 5% as measured by the FastBridge screener.** | | | | | | | **OVERARCHING MATH PROGRAM** | | | | | | | Mansfield Elementary School teachers utilize enVision math resources, DreamBox, and county unit plans. These research-based programs encompass all areas of math and address weaknesses of students in math as well. These programs link classroom instruction with everyday experiences and helps to provide remediation, enrichment, and acceleration to meet Georgia academic standards. | | | | | | | **Person(s) Responsible:** | Principal Assistant, Principal Instructional, Coach, K-5 Teachers | | | | | | **Evaluation Methods:** | Usage and Growth Reports  Formal and Informal Assessments | | | | | | **Timeline for Implementation:** | August 2022-May 2023 | | | | | | Describe the evidence-based action steps to be taken to achieve the goals. | | | | | | | **Evidence Based Strategy**  **Evidence Level** | | **Intervention/Practice**  **(If Title I Funded, a Logic Model is required.)** | | **Funding Source** | **Resources**  **Needed** | | Systemic Instruction: Prepare problems and use them in whole-class instruction. (Tier I Strong) | | ALEKS is an intervention resource used to support educational needs of historically underserved populations in Mathematics specifically in the areas of fractions & problem-solving  **Logic Model Required:** | | School funded | ALEKS Software  Chromebooks | | Mathematical Language: Teach clear and concise mathematical language and support students’ use of the language to help students effectively communicate their understanding of mathematical concepts. (Tier 1 Strong) | | Activating strategies are teaching strategies that prepare students for learning. Students are prepared for learning by activating an overview of the upcoming learning experience, their prior knowledge, and the necessary vocabulary. We will use BrainPop as one way to activate the learning process. BrainPop is a group of educational websites with short animated movies and other materials are designed to engage students and assist teachers; they are aligned to state education standards  **Logic Model Required:** | | Title I, Part A | BrainPop Software  Chromebooks | | **Supplemental Supports:** What supplemental action steps will be implemented for these subgroups? | | | | | | | **Economically Disadvantaged** | | | **Foster And Homeless** | | | | We will provide additional support to students based on individual student needs via supplemental academic programs. | | | We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students. | | | | **English Learners** | | | **Migrant** | | | | An ESOL endorsed teacher will serve English Learners. Supplemental resources and materials will be purchased using Title III-LEP funds. | | | We will work with the district’s Migrant Liaison to support the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school. | | | | **Race/Ethnicity/Minority** | | | **Students With Disabilities** | | | | We will provide additional support to students based on individual student needs via supplemental academic programs. | | | Targeted interventions for Students with Disabilities will be used. Individual Education Plans (IEPs) will be implemented with fidelity to provide support on an individual basis in the least restrictive environment. | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **ELA/READING GOAL** | | | | | | | | **Students in grade K-5 will increase their ELA score by 5% as measured by the FastBridge screener.** | | | | | | | | **OVERARCHING ELA/READING PROGRAM** | | | | | | | | Mansfield Elementary School teachers utilize the Phonics kits, Next Step Guided Reading program, and county unit plans. These research-based programs encompass all areas of literacy and provide a balanced reading program. These programs link classroom instruction with everyday experiences and help to provide remediation, enrichment, and acceleration to meet Georgia academic standards. | | | | | | | | **Person(s) Responsible:** | Principal Assistant, Principal Instructional, Coach, K-5 Teachers | | | | | | | **Evaluation Methods:** | Usage Reports  Formal and Informal Assessments | | | | | | | **Timeline for Implementation:** | August 2022-May 2023 | | | | | | | **Describe the evidence-based action steps to be taken to achieve the goals.** | | | | | | | | **Evidence Based Strategy**  **Evidence Level** | | **Intervention/Practice**  **(If Title I Funded, a Logic Model is required.)** | | **Funding Source** | **Resources**  **Needed** | | | K-3rd: Establish an engaging and motivating context in which to teach reading comprehension. (Tier 3 Promising) | | Accelerated Reader is a reading program that will be used to foster individual reading and comprehension skills among the student population.  **Logic Model Required:** | | School funded | AR Reading Program  Chromebooks | | Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong) | | Activating strategies are teaching strategies that prepare students for learning. Students are prepared for learning by activating an overview of the upcoming learning experience, their prior knowledge, and the necessary vocabulary. We will use BrainPop as one way to activate the learning process. BrainPop is a group of educational websites with short animated movies and other materials are designed to engage students and assist teachers; they are aligned to state education standards  **Logic Model Required:** | | Title I, Part A | BrainPop Software | | Provide intensive small-group reading interventions. (Tier 3 Promising) | | Small Group Instruction, Flexible Grouping, and Direct Instruction will be used to provide for more accountability for the students and teachers.  **Logic Model Required:** | | School funded | Teacher Made Resources  Classroom Books  Student Whiteboards  Paper  Pencils  Crayons  Post its  Index cards  Ink  Construction paper  Glue sticks  Copy paper | | **Supplemental Supports:** What supplemental action steps will be implemented for these subgroups? | | | | | | | | **Economically Disadvantaged** | | | **Foster And Homeless** | | | | | We will provide additional support to students based on individual student needs via supplemental academic programs. | | | We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students. | | | | | **English Learners** | | | **Migrant** | | | | | English Learners will be served by an ESOL endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds. | | | We will work with the district’s Migrant Liaison to support the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school. | | | | | **Race/Ethnicity/Minority** | | | **Students With Disabilities** | | | | | We will provide additional support to students based on individual student needs via supplemental academic programs. | | | Targeted interventions for Students with Disabilities will be used. Individual Education Plans (IEPs) will be implemented with fidelity to provide support on an individual basis in the least restrictive environment. | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **SCIENCE GOAL** | | | | | | **Students in grade 5 will increase their Science score by 3% as measured by the 2023 Georgia Milestones End of Grade Assessment. Seventy percent of students in grades K-2 will demonstrate their overall mastery of grade level Science content by progress, meeting, or exceeding the standards or by achieving at least a final score of 70 in the content area.** | | | | | | **OVERARCHING SCIENCE PROGRAM** | | | | | | Mansfield Elementary School teachers utilize Inspire Science, Discovery Learning, Interactive Notebooks, and county unit plans. These programs link classroom instruction with everyday experiences and helps to provide remediation, enrichment, and acceleration to meet Georgia academic standards. | | | | | | **Person(s) Responsible:** Principal Assistant, Principal Instructional, Coach, K-5 Teachers | | | | | | **Evaluation Methods:** Usage Reports, Formal and Informal Assessments | | | | | | **Timeline for Implementation:** August 2021-May 2022 | | | | | | **Describe the evidence-based action steps to be taken to achieve the goals.** | | | | | | **Evidence Based Strategy**  **Evidence Level** | **Intervention/Practice**  **(If Title I Funded, a Logic Model is required.)** | | **Funding Source** | **Resources**  **Needed** | | Grades 4-5: Routinely use a set of comprehension-building practices to help students make sense of the text (Tier 1 Strong) | Science concepts will be integrated into reading instruction to provide students with the background knowledge for grade specific content using informational texts and county adopted textbooks  **Logic Model Required:** | | General Funds | Science Materials | | Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong) | Activating strategies are teaching strategies that prepare students for learning. Students are prepared for learning by activating an overview of the upcoming learning experience, their prior knowledge, and the necessary vocabulary. We will use BrainPop as one way to activate the learning process. BrainPop is a group of educational websites with short animated movies and other materials are designed to engage students and assist teachers; they are aligned to state education standards.  **Logic Model Required:** | | Title I, Part A | BrainPop Software  Chromebooks  Headphones  Interactive panel | | Choose an item. | Small Group Instruction, and Inquiry Method will be used address the science standards in grades K-5.  **Logic Model Required:** | | Title I, Part A | Teacher Made Resources  Paper, pencils, ink, markers, glue sticks | | **Supplemental Supports:** What supplemental action steps will be implemented for these subgroups? | | | | | | **Economically Disadvantage** | | **Foster And Homeless** | | | | We will provide additional support to students based on individual student needs via supplemental academic programs. | | We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students. | | | | **English Learners** | | **Migrant** | | | | English Learners will be served by an ESOL endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds. | | We will work with the district’s Migrant Liaison to support the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school. | | | | **Race/Ethnicity/Minority** | | **Students With Disabilities** | | | | We will provide additional support to students based on individual student needs via supplemental academic programs. | | Targeted interventions for Students with Disabilities will be used. Individual Education Plans (IEPs) will be implemented with fidelity to provide support on an individual basis in the least restrictive environment. | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **SOCIAL STUDIES GOAL** | | | | | | **Seventy percent of students in grades K-5 will demonstrate their overall mastery of grade level Social Studies content by progress, meeting, or exceeding the standards or by achieving at least a final score of 70 in the content area.** | | | | | | **OVERARCHING SOCIAL STUDIES PROGRAM** | | | | | | Mansfield Elementary School teachers utilize Social Studies Weekly newspapers, Discovery Learning, Interactive Notebooks, and county unit plans. These programs link classroom instruction with everyday experiences and helps to provide remediation, enrichment, and acceleration to meet Georgia academic standards. | | | | | | **Person(s) Responsible:** Principal Assistant, Principal Instructional, Coach, K-5 Teachers | | | | | | **Evaluation Methods**: Usage Report, Formal and Informal Assessments, Report Card Grades | | | | | | **Timeline for Implementation**: August 2021-May 2022 | | | | | | **Describe the evidence-based action steps to be taken to achieve the goals.** | | | | | | **Evidence Based Strategy**  **Evidence Level** | **Intervention/Practice**  **(If Title I Funded, a Logic Model is required.)** | | **Funding Source** | **Resources**  **Needed** | | Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong) | Activating strategies are teaching strategies that prepare students for learning. Students are prepared for learning by activating an overview of the upcoming learning experience, their prior knowledge, and the necessary vocabulary. We will use BrainPop as one way to activate the learning process. BrainPop is a group of educational websites with short animated movies and other materials are designed to engage students and assist teachers; they are aligned to state education standards **Logic Model Required:** | | Title I, Part A | BrainPop | | Choose an item. | Social Studies concepts will be integrated into reading instruction to provide students with the background knowledge for grade specific content using informational texts and Social Studies Weekly newspapers.  **Logic Model Required:** | | No Funding Source | Teacher Made Resources  Informational text  Social Studies Weekly newspapers | | Choose an item. | Small Group Instruction, Flexible Grouping, and Direct Instruction will be used to provide for more accountability for the students and teachers.  **Logic Model Required:** | | No Funding Source | Teacher Made Resources | | **Supplemental Supports:** What supplemental action steps will be implemented for these subgroups? | | | | | | **Economically Disadvantage** | | **Foster And Homeless** | | | | We will provide additional support to students based on individual student needs via supplemental academic programs. | | We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students. | | | | **English Learners** | | **Migrant** | | | | English Learners will be served by an ESOL endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds. | | We will work with the district’s Migrant Liaison to support the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school. | | | | **Race/Ethnicity/Minority** | | **Students With Disabilities** | | | | We will provide additional support to students based on individual student needs via supplemental academic programs. | | Targeted interventions for Students with Disabilities will be used. Individual Education Plans (IEPs) will be implemented with fidelity to provide support on an individual basis in the least restrictive environment. | | |  |  |  |  | | --- | --- | --- | | **PARENT AND FAMILY ENGAGEMENT PROGRAM** | | | | **Person(s) Responsible:** Principal Assistant, Principal Instructional, Coach, K-5 Teachers | | | | **Evaluation Methods:** Feedback from program evaluations, Parent Survey, Formal and Informal Assessments | | | | **Timeline for Implementation:** August 2021-May 2022 | | | | **Describe the evidence-based action steps to be taken to achieve the goals.** | | | | **Intervention/Practice**  **(If Title I Funded, a Logic Model is required.)** | **Funding Source** | **Resources**  **Needed** | | Offer writing, math, and/or reading parent family engagement workshops that provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home.  **Logic Model Required:** | Title I, Part A | Paper, Pens, Copies, Manipulatives  Light Snacks  books | | Send home grade-specific newsletters monthly that provide essential information to parents and foster a connection between the classroom and the home.  **Logic Model Required:** | Title I, Part A | Paper, Copies, Ink | | Provide a weekly grade level instructional update for parents via Canvas/weekly folders to supply information regarding instruction for our students as a method of fostering positive communication between the teacher and parent.  **Logic Model Required:** | No Funding Source | No Resources Needed | | Teachers will receive ongoing support and training to build partnerships with parents in the effort to support student achievement.  **Logic Model Required:** | Title I, Part A | Paper, Copies, Articles | | The Title I Parent contact will serve as the liaison between school and district to carryout requirements of Parent Involvement  **Logic Model Required:** | Title I, Part A | Copy paper  Ink  Printer  scanner | | Remind will be used to further support the schools efforts in activating and sustaining two-way communication between students, families, and educators. Teachers will use this tool to reach out to parents and improve communication with families and students to build partnerships to support academic success.  **Logic Model Required:** | ESSER Funds | Remind Subscription | | We will provide continuous communication to parents and families in the quest of achieving academic success for all students to ensure that learning continues beyond the school day.  **Logic Model Required:** | Title I, Part A | Copy paper  Paper  Folders  Ink  Printer  Scanner  Remind  School Messenger |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **OTHER INSTRUCTIONAL METHODS** | | | | | | Use effective instructional methods that increase the quality and amount of learning time.   * + - * increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum       * increase the amount and quality of learning time, such as class-size reduction teachers, supplemental teachers, paraprofessionals, etc. | | | | | | **Person(s) Responsible:** Principal Assistant, Principal Instructional, Coach, K-5 Teachers | | | | | | **Evaluation Methods:** Formal and Informal Assessments | | | | | | **Timeline for Implementation:** August 2021-May 2022 | | | | | | **Describe the evidence-based action steps to be taken to achieve the goals.** | | | | | | **Evidence Based Strategy**  **Evidence Level** | **Intervention/Practice**  **(If Title I Funded, a Logic Model is required.)** | **Funding Source** | **Resources**  **Needed** | | **Align the Out-of-School-Time program academically with the school day. (Tier 4 Has Rationale)** | An afterschool is offered to grades Pre-K to 5 support math and student enrichment.  **Logic Model Required:** | No Funding Source | No Resources needed | | **Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)** | The Instructional Coach will assist in building teacher capacity and the understanding of instructional practices as related to the Georgia Performance Standards. The Instructional Coach will assist teachers through modeling, co-planning, and providing constructive feedback to teachers.  **Logic Model Required:** | Title I , Part A | Chart Paper  Paper  Pens  Copies | | **Adapt instruction to individual and small group needs. (Tier 3 Promising)** | Class-size reduction teachers will be used to increase student achievement. through a lower student-teacher ration  **Logic Model Required:** | General Funds | No Resources needed |  |  |  |  |  | | --- | --- | --- | --- | | **PROFESSIONAL LEARNING** | | | | | **Person(s) Responsible:** Principal Assistant, Principal Instructional, Coach, K-5 Teachers | | | | | **Evaluation Methods:** **Formal and Informal Assessments, Report Card Grades** | | | | | **Timeline for Implementation:** **August 2021-May 2022** | | | | | **Describe the evidence-based action steps to be taken to achieve the goals.** | | | | | **Evidence Based Strategy**  **Evidence Level** | **Intervention/Practice**  **(If Title I Funded, a Logic Model is required.)** | **Funding Source** | **Resources**  **Needed** | | **Make data part of an ongoing cycle of instructional improvement. (Tier 4 Has Rationale)** | The Instructional Coach will assist in building teacher capacity and the understanding of instructional practices as related to the Georgia Performance Standards. The Instructional Coach will assist teachers through modeling, co-planning, and providing constructive feedback to teachers.  **Logic Model Required:** | Title I, Part A | Chart Paper  Paper  Pens  Copies | | **Establish a clear vision for schoolwide data use. (Tier 4 Has Rationale)** | The faculty and staff will receive training on incorporating strategies from the Learning by Doing (PLC) book by Dufour, Dufour, Eaker, and Mattos.  **Logic Model Required:** | General Funds | Chart Paper  Paper  Pens  Copies  Professional learning books | | **Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)** | Teachers will receive ongoing county- mandated or requested training as needed.  **Logic Model Required:** | General Funds | No Resources | | **Make data part of an ongoing cycle of instructional improvement. (Tier 4 Has Rationale)** | Teachers will receive Superintendent planning days for Data Digs.  **Logic Model Required:** | Title I, Part A | Copy Paper  Substitutes |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **TECHNOLOGY EQUIPMENT TO SUPPORT THE CORE CURRICULUM** | | | | | | **Person(s) Responsible:** Principal Assistant, Principal Instructional, Coach, K-5 Teachers | | | | | | **Evaluation Methods:** Formal and Informal Assessments, Report Card Grades | | | | | | **Timeline for Implementation:** August 2021-May 2022 | | | | | | **Describe the evidence-based action steps to be taken to achieve the goals.** | | | | | | **Evidence Based Strategy**  **Evidence Level** | **Intervention/Practice**  **(If Title I Funded, a Logic Model is required.)** | **Funding Source** | **Resources**  **Needed** | | **Teach students to examine their own data and set learning goals. (Tier 4 Has Rationale)** | Promote critical thinking and collaboration among students and to facilitate problem-based learning by allowing students to fully engage in their ALEKS, Brainpop, and Education Galaxy experience and to enhance reading and vocabulary acquisition. Integration of available technology (laptops & iPads, creative pens, etc), supplies, and resources (ink & paper) is necessary to make them work.  **Logic Model Required:** | Title I Part A | Scanners, Interactive Panels, NUC, interactive panel stands, Printers, Laptops and iPads, carts, chargers, ink and paper, creative pens, headphones, ALEKS subscription, Brainpop subscription, DreamBox, Lalilo subscription, AR subscription |  |  |  |  |  | | --- | --- | --- | --- | | **STUDENT BEHAVIOR/ATTENDANCE** | | | | | **Person(s) Responsible:** Principal Assistant, Principal Instructional, Coach, K-5 Teachers | | | | | **Evaluation Methods:** Behavior Reports | | | | | **Timeline for Implementation:** August 2021-May 2022 | | | | | **Describe the evidence-based action steps to be taken to achieve the goals.** | | | | | **Evidence Based Strategy**  **Evidence Level** | **Intervention/Practice**  **(If Title I Funded, a Logic Model is required.)** | **Funding Source** | **Resources**  **Needed** | | Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Tier 3 Promising) | Create a schoolwide discipline plan with expected behaviors for all areas of the building.  **Logic Model Required:** | No Funding Source | No Resources | | Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions. (Tier 3 Promising) | Institute a schoolwide positive behavior system to promote and reward positive behavior choices  **Logic Model Required:** | No Funding Source | No Resources |  |  | | --- | | **BUILDING FAMILY FRIENDLY SCHOOLS** | | In the section below, describe strategies to build family-friendly schools by providing a high quality customer service. | | Front Office Staff:  Parent survey results (customer service satisfaction) will be shared with front office staff to determine where improvements are needed to improve parent perception related to our ability to provide high quality customer services. Clerical staff will be required participate in available customer service training offered by the district. | | Administrators:  Parent survey results (customer service satisfaction) will be shared with front office staff to determine where improvements are needed to improve parent perception our ability to provide high quality customer services. Administrators will be required to participate in available customer service training offered by the district. | | Classroom Teachers:  Teachers will participate in PL on effectively working with and engaging parents. Administration will share highlights from customer service training with classroom teachers during staff meetings. School staff will work to ensure that all activities address appropriate standards. | | Counselors:  The counselor will participate in available customer service training offered by the district. | | Other Faculty/Staff:  School nurse and bookkeeper will participate in available customer service training offered by the district. | |
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| 2. **Schoolwide Reform Strategies** – Section 1114(b)(7)(A)(i-iii)(I-V) |
| Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:  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 and other strategies to improve students’ skills outside the academic subject areas; |
| The counselor will meet with individual students to address specific needs. The counselor also provides lessons during her daily intervention period and during regular classroom visits to address social skills in grades K-5. |
| 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; |
| The counselor meets with students during regular classroom visits to address Career Folders in grades K-5. |
| 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.); |
| A schoolwide tier discipline plan is in effect to help reduce behavior incidents through a focused approach to develop personal responsibilities among students. |
| 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; |
| * We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.  |  |  | | --- | --- | | **Root Cause** | **Professional Learning to Address Root Cause** | | . . . *ELA/Reading* | County trainings will address our root causes in fact fluency, foundational skills | | . . . *Math* | County trainings will address our root causes in fact fluency, foundational skills | | . . . *Social Studies* | County trainings will address our root causes in building background knowledge, and content specific trainings. | | . . Science | County trainings will address our root causes in building background knowledge, and content specific trainings. |  * 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: IOWA student data and student growth measurement, GA Milestones Assessment student data, Illuminate common assessment and standards proficiency data, Fastbridge Learning intervention progress monitoring data, ALEKS assessment student data, and Next Steps Guided Reading Assessment (NSGRA) student data which is used for flexible grouping to address student reading needs and appropriate student reading growth. * We have devoted sufficient resources to carry out effectively the professional development activities to recruit and retain effective teachers, particularly in high need subjects in the following ways. . . Mansfield will work with the Human Resource Department during job fairs to recruit and retain teachers. |
| v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. |
| *Response:* Smooth transitions are important at the elementary level in order to promote learning at all grade levels. To encourage smooth transitions, MES implements many strategies to enable all children to succeed academically and socially from year to year.  Mansfield Elementary School has two pre-kindergarten classrooms, and pre-kindergarten teachers are included in all professional development opportunities. Pre-kindergarten teachers hold an orientation for parents at the beginning of the school year. Mansfield Elementary School posts registration information on the school website once released. Local daycare and Head Start programs receive annual announcements about enrollment opportunities. Children with special needs are referred to our Special Needs Pre-K program. Pre-K students are assessed using developmental skills checklists so that children needing support can be identified before going to kindergarten using the YOPP Singer Assessment. Pre-K students visit kindergarten classrooms and are introduced to the teachers prior to the end of the year. Kindergarten Roundup is held during May to allow for early registration for rising Kindergarten students.  Transition from one grade to another is a priority as well. Promotion to the next grade depends on mastery of skills outlined on the standards-based report card issued to each student in kindergarten, first, second, and third grades. Students are either promoted fully into the next grade level or placed with additional academic services.  During the spring of each year, fifth graders will visit the middle school that they will attend. In May of each year, all students participate in a classroom guidance lesson on transitioning to the next grade and what to expect. Students from the grade level above present information to rising students and answer questions.  Special Education teachers attend placement meetings to ensure Special Education students transition smoothly from one case manager to the next. Teachers participate in meetings with other special education teachers to outline essential skills and strategies that can be used to help students transition to the next school year. IEP meetings are held annually during the school year for all special education students, and additional meetings are held as needed. In the spring, parents of rising middle school special needs students and a representative from the receiving middle school attend a meeting to discuss the appropriate placement for the upcoming year. The current Individualized Education Program (IEP) is discussed and plans are made to make the transition smooth and positive for the students and parents.  Enrolling students receive a student handbook, class schedule, and login information for technology. In addition to assigning the student a peer mentor within his or her classroom, the student and his/her parent are given a tour of the school and are encouraged to ask questions. All students new to Mansfield Elementary School are administered a screening to determine possible reading and math placement if their school records are not available. Additionally, all new students also participate in a New Student Group with our counselor. |

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| 3. **Schoolwide Plan Development**– Section 1114(2)(B) (i-iv) |
| a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section; |
| *Response:* MES’s initial Title I School-wide plan was developed over a period of one year.  Following is a list of monthly activities that were pursued by faculty, staff, and the leadership  team to engage in a comprehensive, data-based self-study process.  The plan will be updated  each school year in conjunction with our overall school improvement planning process.    August 2013 through October 2013  Leadership Team members conducted a preliminary review and analysis of available student  performance data to determine school-wide strengths and weaknesses; grade level teams  reviewed CRCT performance data for 2013 and used results to identify individual students and groups of students needing interventions.  December 5, 2013  Teachers and other staff reviewed student information such as previous standardized test scores; attendance; services such as EIP, Title I, Special Education; EBIS/SST records; etc. Leadership team met with Rebecca Reeves, Education Consultant, to begin process of developing School-wide Title I plan.  December 10, 2013  PTO meeting was held to discuss the progress made in writing the MES School-wide Title Plan.  January 6, 2014  Overview of December leadership team meeting presented to faculty and staff.  Title I  Committees organized.  Parent representatives for Title I Committees contacted.  First meeting of each committee held.  All students participated in second universal screening for  reading/math.  Results disseminated by assistant principal and discussed with EIP, Title I,  Special Education teachers, and regular education teachers.  Teachers progress monitored  students as needed and differentiated instruction based on screening and progress monitoring  results.    January 15, 2014  Additional Title I committee meetings held.  Draft of each component submitted to leadership  team.    January 16, 2014  Title I draft plan was presented by Mr. Haymore to the members of School Council.    January 27, 2014  Faculty meeting was held to review MES draft School-wide Title I Plan.  February 2014  The draft SWP was reviewed by our Technical Assistance Provider/Education Consultant.    March 2014  Leadership Team and SWP committees met to review and finalize recommended changes to the plan made by our Technical Assistance Provider/Education Consultant.    July 2014  Leadership Team met with new principal for Summer Planning meeting and the updating and revising of 2014-2015 Title I SWP.    May 2015  Leadership Team met for Summer Planning meeting and the updating and revising of 2015-2016 Title I SWP.  July 2016  Leadership Team met for Summer Planning meeting and the updating and revising of 2016-2017 Title I SWP.    July 2017  Leadership Team met for Summer Planning meeting and the updating and revising of 2017-2018 Title I SWP.  July 2018  Leadership Team met for Summer Planning meeting and the updating and revising of 2018-2019 Title I SWP.  May 2019  Leadership Team met for Summer Planning meeting and the updating and revising of 2019-2020 Title I SWP.  June 2020  Leadership Team met for Summer Planning meeting and the updating and revising of 2020-2021 Title I SWP.  June 2021  Leadership Team met for Summer Planning meeting and the updating and revising of 2021-2022 Title I SWP.  May 2022  Leadership Team met for Summer Planning meeting and the updating and revising of 2021-2022 Title I SWP.    June 2023  School Guiding Coalition met for Summer Planning meeting and the updating and revising of 2021-2022 Title I SWP. |
| b). Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school; |
| *Response:* The MES leadership team met to develop the initial Title I school-wide improvement plan during the 2013-2014 school year.  Members of the Leadership Team participating in the development of the SWP included the principal, assistant principal, counselor, media specialist, department representatives (Special Education, Title I, EIP, Gifted), and grade level representatives.  One parent also participated in the planning. Meetings were held to share progress with staff, parents and the community, including presentations on the draft SWP. The process to update the plan each year since that time has involved multiple stakeholders to ensure effective development. |
| c). Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards; |
| *Response:* We will monitor our Title I Plan regularly by reviewing data and making adjustments to prioritize our needs with input from all stakeholders. The Title I Plan will be posted on our school’s website to give all stakeholders the opportunity to review and give input. Copies of the Title I plan will be made available at the request of any stakeholder. All stakeholders will be invited to our annual Title I input meeting where they may give feedback on the Title I Plan. |
| d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform |
| *Response:* The school wide Title I plan is posted on the school’s website.  The plan is emailed and uploaded to the district’s SharePoint program for review by the NCSS Title I Coordinator and the NCSS Central Office Staff.  Hard copies are available in the school office and the media center for parents that do not have access to the internet and for any community member that may wish to review it.  The plan will be updated annually and made available through the process described here. |
| 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 |
| We coordinate and integrate available resources and programs to include Title I, Part A, 21st Century Program, Title III, Title IV, Title IX, food and nutrition programs, and other local and state programs to create comprehensive supports aimed to promote school improvement while increasing student achievement. |

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| **4. ESSA Requirements to Include in the Schoolwide Plan- Sections 1112(b)(10) 1116 (b)(1)** |
| a). Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, 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 policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. |
| *Response:*  All students participating in the Title I, Part A program, and their families will be encouraged and invited to fully participate in all parent and family engagement opportunities. **Mansfield Elementary School** will provide full opportunity for the participation of parents and family members by…  **Linked to Learning Meetings**   * We will provide assistance to parents regarding understanding the state standards, state and local assessments, provide materials and training to help parents work with their children to improve their achievement (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement using primary and secondary methods.   **Annual Title I Parent Orientation**   * Invite all parents in multiple ways to our annual parent orientation meeting,at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements and the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.   **Accessibility**   * We will share information related to school and parent programs, meetings, and other activities to the parents of participating children (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) in a format and, to the extent practicable, in a language the parents can understand.   **Annual Parent Input Meeting**   * Jointly developing with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by conducting an annual parent input meeting and by providing feedback forms on our school’s website, in our front office or parent resource room.   **Coordinating Programs**   * Coordinating and integrating parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, that encourage and support parents to fully participating in the education of their children   **Flexible Meeting Times**   * We will offer flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, childcare, or home visits.   **Other Reasonable Support**   * Providing such other reasonable support for parental involvement activities, as parents may request. |
| b). If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable— |
| 1. through coordination with institutions of higher education, employers, and other local partners; and |
| *Response:* n/a |
| 1. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills |
| *Response:* n/a |
| **5. Evaluation of the Schoolwide Plan—34 CFR § 200.26** |
| a). Address the regular monitoring and 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 regular monitoring to ensure continuous improvement of students in the schoolwide program. |
| *Response*: We plan to evaluate our plan yearly using data from the State’s assessments, other student performance data, including perception data to determine if the schoolwide program has been effective in addressing the areas of need. We will use the Title I Program Evaluation and Logic Model evaluations to determine if the identified strategies/interventions/activities were effective in addressing the major problem areas and root causes as identified in our Comprehensive Needs Assessment. We will revise our plan during the Annual Summer Planning meeting and as new data becomes available revealing a need to implement new strategies and interventions to ensure continuous improvement.  We are using evidence-based or other effective strategies to improve student achievement through the use of logic models.  **See Appendix for Software Logic Model** (All software programs must have a separate logic model)  **See Appendix for Instructional Coach Logic Model**  **See Appendix for Professional Learning**  **See Appendix for Building Parent Capacity Logic Model**  **See Appendix for Building Staff Capacity Logic Model**  **See Appendix for Parent Survey** |

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| **ALEKS** | |
| **MODEL** | **RESPONSES** |
| **Goal:** | Increase student achievement by 3% by the end of the 2023 - 2024 school year as measured by the pre and post test data. |
| **Name of Intervention/Strategy/Practice:** | ALEKS Math is an intervention resource used to support educational needs of historically underserved populations in Mathematics specifically in the areas of fractions & problem-solving. |
| **Current Research Available that demonstrated rationale that suggests it may work:** | |
| https://www.evidenceforessa.org/programs/math/middlehigh-school/aleks | |
| **Is there an ESSA Rating in place for this software? If so, what is it?** | Strong Evidence  Moderate Evidence  Minimal Evidence  No ESSA Rating Exist: |
| **Intervention Population:** | Grades 4-5 |
| **Person Responsible:** | Certified Staff, Paraprofessionals, Administration, Instructional Coach |
| **Implementation Plan of Action:** | |
| * Gather baseline data (Pretest) from the fall 2023 administration of the ALEKS Math assessment. * Classroom teachers will review the data and develop interventions to target reading and math skills. * The Instructional Coach to meet with the teachers to monitor student progress. * Teachers will administer benchmarks to assess growth. * Administration will meet with the instructional coach to discuss student achievement. * Gather baseline data (Posttest) from the spring 2024 administration of the ALEKS Math assessment. | |
| **How will the success be measured? What is the school’s theory of change for this intervention?** | Success will be measured through review of the pre and post-assessment data obtained from the ALEKS program. Mansfield theorizes that student achievement will increase by 3% during the intervention period. |
| **What are the outcomes or milestones that will evaluate success?** | Student growth will be measured through program assessment data. Achievement of the intervention/strategy goal will be determined through a review of the pre and post assessment data. |
| **Progress Monitoring Dates:** | **Beginning of the Year:** October 2023  **Middle of the Year:** January 2024  **End of Year:** May 2024 |
| **Evidence-Based Evaluation** | **Due May 20, 2024** |

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| **SOFTWARE: BrainPOP** | |
| **MODEL** | **RESPONSES** |
| **Goal:** | Increase usage of the BrainPOP software program by 50% by the end of the school year as measured by the software usage report. |
| **Describe Intervention/Strategy/Practice that this software will be used as a resource:** | BrainPOP helps develop students’ prior knowledge and academic vocabulary in all subject areas. The program allows students to engage in each of the “Six Steps of Direct Vocabulary” instruction. |
| **Current Research Available that demonstrated rationale that suggests it may work:** | |
| **Response:**  BrainPop is an instructional tool for activating prior knowledge and developing vocabulary knowledge.Research has demonstrated strong evidence (per ESSA rating guidelines) regarding the positive benefits of direct vocabulary instruction as outlined in Marzano’s *Classroom Instruction that Works.* BrainPOP provides opportunities for students to engage in each of the “Six Steps of Direct Vocabulary” identified by Marzano.  Gersten, Russell, (December 2007) Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. NCEE 2007-4011 U.S. Department of Education. Obtained from <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf>  Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development. | |
| **Is there an ESSA Rating in place for this software? If so, what is it?** | Strong Evidence  Moderate Evidence☐  Minimal Evidence☐  No ESSA Rating Exist: ☒ |
| **Intervention Population:** | **K-5th** |
| **Person Responsible:** | Classroom teacher, Instructional Coach |
| **Implementation Plan of Action:** | |
| **Response:**   * Gather pretest data in the Fall from the BrainPOP usage report. * Teachers will use BrainPOP videos and quizzes weekly to activate student learning and develop vocabulary. * Gather mid-year and end of the year data to determine school usage of the software program. | |
| **How will the success be measured? What is the school’s theory of change for this intervention?** | The success of BrainPOP will be measured from reviewing the usage reports. The school theorizes that using the software program will increase student achievement. |
| **What are the outcomes or milestones that will evaluate success?** | The end of the year outcome will be measured by the BrainPOP software usage reports to show a 50% increase of usage. |
| **Progress Monitoring Dates:** | **Beginning of the Year:** October 2023  **Middle of the Year:** January 2024  **End of Year:** May 2024 |
| **Evidence-Based Evaluation** | **Due May 20, 2024** |

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| **Instructional Supports, Books and Supplies** | |
| **MODEL** | **RESPONSES** |
| **Goal:** | Increase Reading and Math in grades K-5 by 3% as FastBridge Screener |
| **Intervention/Strategy/Practice:** | Incorporating technology and informational and Literary books into teaching and learning practices |
| **Current Research Available that demonstrated rationale that suggests it may work:** | |
| Why Do We Need Technology Integration?: The myriad benefits of integrating technology into the classroom.<https://www.edutopia.org/technology-integration-guide-importance>  Technology use in instruction and teacher perceptions of school support for technology use in Iowa high schools <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599>  Improving Adolescent Literacy: Effective Classroom and Intervention Practices Improving Adolescent Literacy: Effective Classroom and Intervention Practices <https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf>  Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade  <https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf>  How to Get the Benefits of Interactive Notebooks in Digital Formats  <https://www.edutopia.org/article/how-get-benefits-interactive-notebooks-digital-formats> | |
| **Is there an ESSA Rating in place for this software? If so, what is it?** | Strong Evidence ☐  Moderate Evidence☐  Minimal Evidence☐  No ESSA Rating Exist: ☒ |
| **Intervention Population:** | K-5  6-8 9-12 |
| **Person Responsible:** | Classroom Teacher, Paraprofessional, Administration |
| **Implementation Plan of Action:** | |
| 1. Collect baseline data using formal and informal assessments. 2. Establish benchmarks for the year. 3. Incorporate the use of technology, books (informational and literary), and instructional supports into teaching and learning practices through various instructional practices to include:    1. Whole Class Instruction- Whole class instruction brings teachers, techniques, students, and a shared learning goal together via direct, explicit instruction    2. Small Group Instruction- Small group instruction usually follows whole group instruction to reinforce or reteach specific skills and concepts and provides a reduced student-teacher ratio.    3. Flexible Grouping-Flexible Grouping ensures that students are receiving instruction that is tailored to their individual needs. The groups change according to the results of informal/formal assessments. This model of instruction emphasizes intervention rather than remediation    4. Extended Learning – Extended learning refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps. 4. Progress monitor to analyze student learning and to assess effectiveness of the learning tools. 5. Adjust teaching and learning practices. 6. Progress monitor to analyze student learning and to assess effectiveness of the learning tools after adjustments 7. Complete a final assessment of student learning. 8. Communicate progress with parents, administrators, and other related staff. | |
| **How will the success be measured? What is the school’s theory of change for this intervention?** | Success will be measured using formal and informal assessments. The team theorizes that providing hands on tools that support all modalities of learning will help to increase student achievement. |
| **What are the outcomes or milestones that will evaluate success?** | Success will be evaluated based on the meeting of the intervention/strategy goal. |
| **Progress Monitoring Dates:** | **Beginning of the Year:** October 2023  **Middle of the Year:** January 2024  **End of Year:** May 2024 |
| **Evidence-Based Evaluation** | **Due May 20, 2024** |

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| **SOFTWARE: Accelerated Reader** | |
| **MODEL** | **RESPONSES** |
| **SMART Goal:** | Increase teacher usage of the Accelerated (AR) software program by 3% by the end of the 2023-2024 School Year as measured by the usage report. |
| **Name of Intervention/Strategy/Practice:** | Accelerated Reader (AR) |
| **Is there an ESSA Rating in place for this software? If so, what is it?** | Strong Evidence  Moderate Evidence  Minimal Evidence  No ESSA Rating Exist: |
| **Current Research Available that demonstrated rationale that suggests it may work:** | |
| <http://doc.renlearn.com/KMNet/R0058148398DA353.pdf>  Shannon, L. C., Styers, M. K., Wilkerson, S. B., & Peery, E. (2014). Computer-assisted learning in elementary reading: A randomized control trial. Charlottesville, VA: Magnolia Consulting.  Shannon, L. C., Styers, M. K., Wilkerson, S. B., & Peery, E. (2015). Computer-assisted learning in elementary reading: A randomized control trial. Computers in the Schools, 32(1), 20–34. | |
| **Intervention Population:** | **School:**  Mansfield Elementary School K-5th grade |
| **Person Responsible:** | Principal, Teachers, Instructional Coaches |
| **Implementation Plan of Action:** | |
| 1. Gather baseline data from the AR software program usage report. 2. Classroom teachers will use the software program to support instruction and engage students in the lessons. 3. Gather data at mid-year and the end of the year to determine how much teachers used the software program. | |
| **How will the success be measured? What is the school’s theory of change for this intervention?** | Success will be measured from reviewing the teacher usage reports. Participating Schools theorizes that teacher usage will increase by 3%. |
| **What are the outcomes or milestones that will evaluate success?** | **Mid-Year:** The midyear growth will be 1½% as measured by teacher usage of AR software. |
| **End of Year:** The end of the year growth will be measured by the end of the year usage of the AR software to show a 3% increase from the beginning of the year. |
| **Progress Monitoring Dates:** | **Mid-Year:** October 2023 |
| **End of Year:** May 2024 |
| **Evidence-Based Evaluation** | **Due:** May 25, 2024 |

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| **TITLE I INSTRUCTIONAL COACH** | |
| **MODEL** | **RESPONSES** |
| **Goal:** | Increase student achievement by 3% by the end of the 2022 - 2023 school year as measured by the FastBridge Screener pre and post test data. |
| **Intervention/Strategy/Practice:** | **Instructional Coach** |
| **Current Research Available that demonstrated rationale that suggests it may work:** | |
| **Response:**  Instructional Coaching  By: Lucy Steiner, Julie Kowal  <http://www.readingrockets.org/article/instructional-coaching>  Three Steps to Great Coaching  <http://cabooseit.s3.amazonaws.com/makes_sense_strategies/3-steps-to-great-coaching.pdf>  Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development. | |
| **Is there an ESSA Rating in place for this software? If so, what is it?** | Strong Evidence ☐  Moderate Evidence☐  Minimal Evidence☐  No ESSA Rating Exist: ☒ |
| **Intervention Population:** | Instructional coaches work with all of our teachers with a variety of instructional-related topics. |
| **Person Responsible:** | Principal, Instructional Coach |
| **Implementation Plan of Action:** | |
| **Response:**   * Gather baseline IOWA pretest data from the fall. * Instructional coaches meet once weekly to lead grade-level PLCs, focusing on topics including instructional strategies, instructional planning, and data analysis. * Instructional Coaches complete walk-throughs to assess instructional needs. * Instructional Coaches also work with teachers on an individual basis to provide support. They provide individual professional learning and instructional modeling as needed. * Gather posttest data in the spring to evaluate the program. | |
| **How will the success be measured? What is the school’s theory of change for this intervention?** | Administrator participation in (and evaluation of) PLCs led by instructional coaches will be one way the success of this position is measured. Iowa Assessment data will be an additional measure of the successful impact of this position. |
| **What are the outcomes or milestones that will evaluate success?** | Achievement of the intervention/strategy goal will be determined through a review of the pre and post assessment data. |
| **Progress Monitoring Dates:** | **Beginning of the Year:** October 2023  **Middle of the Year:** January 2024  **End of Year:** May 2024 |
| **Evidence-Based Evaluation:** | **Due May 20, 2024** |

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| **PROFESSIONAL LEARNING** | |
| **MODEL** | **RESPONSES** |
| **Goal:** | Seventy percent of the teachers will implement strategies demonstrated in Professional Learning based on Instructional Coach walkthroughs. |
| **Intervention/Strategy/Practice:** | Professional Learning- Teachers will receive ongoing county-mandated or requested training as needed. Teachers will participate 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. Additional training is provided based upon needs identified during observations. |
| **Current Research Available that demonstrated rationale that suggests it may work:** | |
| Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.  Five Phases of Professional Development :North Central Regional Educational Laboratory  <http://www.readingrockets.org/article/five-phases-professional-development> | |
| **Is there an ESSA Rating in place for this software? If so, what is it?** | Strong Evidence  Moderate Evidence  Minimal Evidence  No ESSA Rating Exist: |
| **Intervention Population:** | Administration and certified teachers |
| **Person Responsible:** | Instructional Coaches, Administration |
| **Implementation Plan of Action:** | |
| * Gather information through walkthroughs, observations, classroom data, and surveys to determine professional learning needs * Determine which staff will benefit from the professional learning session * Identify objectives and measurable evidence for building teacher capacity and student achievement. * Specify additional learning opportunities and follow-up sessions to support implementation; plan for differentiated opportunities when necessary * Identify and allocate resources to properly support professional learning * Determine how professional learning will be evaluated * Review student progress using report card data. | |
| **How will the success be measured? What is the school’s theory of change for this intervention?** | * Sign in sheets from each Professional Learning activity * Walkthrough Forms/Data * Evaluation Forms * Student grades |
| **What are the outcomes or milestones that will evaluate success?** | **Beginning of Year:** Fifty percent of the teachers will implement strategies demonstrated in Professional Learning based on the 1st nine weeks Instructional Coach walkthroughs. |
| **End of Year:** Seventy percent of the teachers will implement strategies demonstrated in Professional Learning based on Instructional Coach walkthroughs. |
| **Progress Monitoring Dates:** | **Beginning of the Year:** October 2023  **Middle of the Year:** January 2024  **End of Year:** May 2024 |
| **Evidence-Based Evaluation:** | **Due May 20, 2024** |

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| **TITLE I PARENT ENGAGEMENT PROGRAM** | |
| **MODEL** | **RESPONSES** |
| **SMART Goal:** | To have at least 33% of parents participate in primary building parent capacity activities as measured by parent meeting attendance by the end of the 2023-2024 school year. |
| **Intervention/Strategy/Practice:** | **Building Parent Capacity using Primary and Secondary Methods** |
| **Current Research Available that demonstrated rationale that suggests it may work:** | |
| Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region <https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf>  Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships <https://www2.ed.gov/documents/family-community/partners-education.pdf> | |
| **Is there an ESSA Rating in place for this software? If so, what is it?** | Strong Evidence  Moderate Evidence  Minimal Evidence  No ESSA Rating Exist: |
| **Intervention Population:** | **K-5 6-8 9-12** |
| **Person Responsible:** | **Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers** |
| **Implementation Plan of Action:** | |
| 1. Convene an annual parent orientation that informs parents about the Title I Program, the parents’ requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact. 2. Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school by implementing purposely-designed parent and family engagement opportunities that impact student achievement, providing interpreters for parents of EL students, and offering flexible meeting times. 3. Review grade-level content area data and determine the skills/focus areas to strengthen school-improvement goals. Use the parent and family engagement planning forms to develop workshops that shares strategies and activities linked to the skills/focus areas in the efforts to build the capacity of the parents to complete the strategies/activities with their child effectively. 4. Provide continuous communication to parents via / flyers / handouts / weekly folders/ brochures/emails / text messages / social media posts / website / parent portal **or** newsletter that shares links to video / tip sheets / that promotes effective school-parent partnerships in a format and language that parents can understand. 5. Provide full opportunity for the participation of parents with limited English, parents with disabilities, and parents of migratory children. 6. Host schoolwide parent-teacher conference days to share student progress at school, share academic and/or behavioral strategies and activities to propel students towards academic success. 7. Inform and invite parents to our Parent Resource Room that provide parents and families with a variety of materials (books, tip sheets, manipulatives, strategy cards, etc.) and resources to help support specific academic needs. 8. Convene an annual parent input meeting to gather feedback on the Title I Program, school and LEA parent and family engagement policies, the schoolwide plan, and the school-parent compact, building staff capacity, 1% parent budget, and the CLIP. | |
| **How will the success be measured? What is the school’s theory of change for this intervention?** | We will use the feedback gathered from parent meeting evaluations, stakeholder meetings, and the parent surveys to evaluate the effectiveness of our Parent and Family Engagement Program.  We theorize that parents will become, supporters, encouragers, monitors, advocates, decision makers, and collaborators in the efforts to increase student achievement. |
| **What are the outcomes or milestones that will evaluate success?** | Higher grades and test scores, high school attendance, greater likelihood of graduating from high school, better chance of postsecondary enrollment, fewer discipline issues, |
| **Evidence-Based Evaluation** | **May 25, 2024** |

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| **TITLE I PARENT ENGAGEMENT PROGRAM** | | | | | |
| **MODEL** | | **RESPONSES** | | | |
| **SMART Goal:** | | To provide four or more opportunities to build staff capacity to work with parents as equal partners by the end of the 2023-2024 school year. | | | |
| **Intervention/Strategy/Practice:** | | **Building Staff Capacity using Primary and Secondary Methods** | | | |
| **Current Research Available that demonstrated rationale that suggests it may work:** | | | | | |
| Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region <https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf>  Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships <https://www2.ed.gov/documents/family-community/partners-education.pdf> | | | | | |
| **Is there an ESSA Rating in place for this software? If so, what is it?** | | Strong Evidence  Moderate Evidence  Minimal Evidence  No ESSA Rating Exist: | | | |
| **Intervention Population:** | | **K-5  6-8 9-12** | | | |
| **Person Responsible:** | | **Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers** | | | |
| **Implementation Plan of Action:** | | | | | |
| **Primary Method**  In-Person Faculty Meeting | 1st Nine Weeks | | Due by August 31 of each school year | | Powerful Partnerships:  Staff Parent and Family Engagement Orientation |
| **\*Secondary Method**  Handouts, Tip Sheets, Videos | 2nd Nine Weeks | | Due by the end of the 2nd nine weeks | | Optional tools to address topics identified with the assistance of parents. |
| **Primary Method**  In-Person Faculty Meeting | 3rd Nine Weeks | | Due by January 31 of each school year | | Powerful Partnerships:  Building Powerful Partnerships: School Parent Compacts |
| **\*Secondary Method**  Handouts, Tip Sheets, Videos | 4th Nine Weeks | | Due by the end of the 4th nine weeks | | Optional tools to address topics identified with the assistance of parents. |
| **How will the success be measured? What is the school’s theory of change for this intervention?** | | | | We will measure the success by having each participant complete an evaluation form after the building staff capacity professional learning sessions. We will also collect feedback after each secondary method on how we can use the strategies shared to enhance our parent and family engagement program.  We theorize that our faculty and staff will provide high-quality customer service, honor and recognize families’ funds of knowledge, connect family engagement to student learning, and create a welcoming and an inviting school culture | |
| **What are the outcomes or milestones that will evaluate success?** | | | | Parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement.  The students’ education becomes a shared responsibility. | |
| **Evidence-Based Evaluation** | | | | **May 25, 2024** | |

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| **TITLE I PARENT ENGAGEMENT PROGRAM** | | | |
| **MODEL** | | **RESPONSES** | |
| **SMART Goal:** | | To have at least 33% of parents offer input on our Title I Parent and Family Engagement Program as measured by the 2023-2024 Parent and Family Engagement Survey. | |
| **Intervention/Strategy/Practice:** | | **Parent Survey** | |
| **Current Research Available that demonstrated rationale that suggests it may work:** | | | |
| Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships <https://www2.ed.gov/documents/family-community/partners-education.pdf> | | | |
| **Is there an ESSA Rating in place for this software? If so, what is it?** | | Strong Evidence  Moderate Evidence Minimal Evidence No ESSA Rating Exist: | |
| **Intervention Population:** | | **K-5  6-8 9-12** | |
| **Person Responsible:** | | **Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers** | |
| **Implementation Plan of Action:** | | | |
| 1. Offer ongoing opportunities to build the capacity of parents and staff to work together as equal partners by focusing on the following areas:  * Communication * Building Parent Capacity Parent Involvement Workshops/Conferences/Activities * Flexible Meeting Times * Title I Parent Involvement Funds * Building Staff Capacity  1. The Parent and Family Engagement Survey is designed to be a tool that produces family and staff capacity outcomes for Effective Family-School Partnerships that support student achievement and school improvement. | | | |
| **How will the success be measured? What is the school’s theory of change for this intervention?** | | | |
| We will measure the success of these sessions by at least 33% of our parents and family complete survey and the end of the 2019-2020 school year. We theorize that parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement. The students’ education becomes a shared responsibility. | | | |
| **What are the outcomes or milestones that will evaluate success?** | | | |
| Family and Staff Capacity Outcomes  **School and Program Staff Who Can:**   * Honor and recognize families’ funds of knowledge * Connect family engagement to student learning * Create a welcoming and an inviting school culture | | | **Families who can negotiate multiple roles**  Supporters  Encouragers  Monitors  Advocates  Decision Makers  Collaborators |
| **2021-2022 Student Enrollment** | **409** | | |
| **2021-2022 # of Parents who took the survey** | **66** | | |
| **2022-2023 Student Enrollment** | **409** | | |
| **2022-2032 # of Parents who took the survey** | **62** | | |