



2022-2023

School Improvement Plan Creekside Elementary



STUDENT ACHIEVEMENT & INSTRUCTION-Students with Disabilities

Problem Statement:

Students with disabilities are not passing the Reading SOLs at a rate comparable to their typically developing peers. (35% - 2021 Spring SOL)

Students with disabilities are not passing the Reading SOLs at a rate comparable to their typically developing peers. (22% - 2022 Spring SOL)

Link to Student Achievement & Instruction Fishbone Diagram

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):*

By the end of June 2022, students with disabilities will grow by 10% from their 20-21 SOL scores in reading.

By the end of June 2023, students with disabilities will grow their Reading SOL scaled score at least one level from the fall growth assessment to the spring SOL.

By the end of June 2023, students with disabilities will grow a minimum of one Oral Reading Level (ORL) on the Virginia Literacy Partnerships (VLP) from the fall administration to the spring.

By the end of June 2023, students with disabilities will increase their Virginia Literacy Partnerships (VLP) summed scores to the minimum Kindergarten benchmark.

<p>Change Idea <i>(strategies to be implemented)</i></p>	<p>Person(s) Responsible for Implementation & Monitoring</p>	<p>Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i></p>	<p>Measures <i>(how will we know if the change idea is being implemented and having an impact)</i></p>	<p>Description of Outcomes/Findings Resulting from the Change Idea to Date</p>	<p>Title I, Part A, Budget Implications <i>(if applicable)</i></p>
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<p>Utilize grade level content/reading materials to teach IEP goals where appropriate</p> <p>Utilize SDI to address reading (decoding and comprehension) IEP goals.</p> <p>Utilize best practices in regards to the 5 pillars of literacy during instruction.</p> <ul style="list-style-type: none"> ● phonemic awareness ● phonics instruction ● fluency ● vocabulary ● comprehension 	<p>Special Education Inclusion Teacher General Education Teacher Paraprofessional</p>	<p>Common Assessments Report cards Progress reports Teacher anecdotal notes Oral reading fluency checks Reading Student Growth Assessment</p> <p>Evidence of SDI planning and implementation</p> <p>Evidence of best practices in lesson plans</p> <p>Progress monitoring data</p>	<p>Observations Growth Assessment</p>		<table border="0"> <tr> <td>RAZ PLUS</td> <td>\$5024.43</td> </tr> <tr> <td>Reading A-Z</td> <td>\$806.19</td> </tr> <tr> <td>BrainPop</td> <td>\$4200.00</td> </tr> <tr> <td>StoryWorks</td> <td>\$1214.07</td> </tr> <tr> <td>Studies Weekly</td> <td>\$1165.45</td> </tr> <tr> <td>Unified Reading</td> <td>\$16,508.23</td> </tr> <tr> <td>Family Engagement Activities</td> <td>\$1296.80</td> </tr> <tr> <td>Family Engagement Ability Readers</td> <td>\$1400.00</td> </tr> <tr> <td>Family Engagement Food</td> <td>\$800.00</td> </tr> </table>	RAZ PLUS	\$5024.43	Reading A-Z	\$806.19	BrainPop	\$4200.00	StoryWorks	\$1214.07	Studies Weekly	\$1165.45	Unified Reading	\$16,508.23	Family Engagement Activities	\$1296.80	Family Engagement Ability Readers	\$1400.00	Family Engagement Food	\$800.00
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<p>Integrate IEP instruction into regular instruction using co-teaching models</p>	<p>Special Education Inclusion Teacher General Education Teacher Paraprofessional</p>	<p>Common Assessments Report cards Progress reports Teacher anecdotal notes Running records Reading Student Growth Assessment Progress monitoring data</p>	<p>Observations Growth Assessment</p>		<table border="0"> <tr> <td>RAZ PLUS</td> <td>\$5024.43</td> </tr> <tr> <td>Reading A-Z</td> <td>\$806.19</td> </tr> <tr> <td>BrainPop</td> <td>\$4200.00</td> </tr> <tr> <td>StoryWorks</td> <td>\$1214.07</td> </tr> <tr> <td>Studies Weekly</td> <td>\$1165.45</td> </tr> <tr> <td>Unified Reading</td> <td>\$16,508.23</td> </tr> <tr> <td>Family Engagement Activities</td> <td>\$1296.80</td> </tr> <tr> <td>Family Engagement Ability Readers</td> <td>\$1400.00</td> </tr> <tr> <td>Family Engagement Food</td> <td>\$800.00</td> </tr> </table>	RAZ PLUS	\$5024.43	Reading A-Z	\$806.19	BrainPop	\$4200.00	StoryWorks	\$1214.07	Studies Weekly	\$1165.45	Unified Reading	\$16,508.23	Family Engagement Activities	\$1296.80	Family Engagement Ability Readers	\$1400.00	Family Engagement Food	\$800.00
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Title I School-wide Component:

Schoolwide Component 2: Strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards

Schoolwide Component 3: Methods and instructional strategies that strengthen the academic program in the school, 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.

Schoolwide Plan Component 4: Addresses 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 a variety of activities.

STUDENT ACHIEVEMENT & INSTRUCTION-English (K-2)

Problem Statement:

According to 2020-21 PALS data, K-2 students lack competence in Phonics & Phonemic Awareness (64% of students K-2 scoring on or above benchmark) (End 68%)

According to 2021-22 PALS data, K-2 students lack competence in Phonics & Phonemic Awareness (68% of students K-2 scoring on or above benchmark)

[Link to Student Achievement & Instruction Fishbone Diagram](#)

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):*

By the end of June 2022, grade K-2 Phonics and Phonemic Awareness competency will increase, as measured by PALS data, by 10%.

By the end of June 2023, grade K-2 Phonics and Phonemic Awareness competency will increase, as measured by PALS data to a minimum of 75%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>																												
Implement the Heggerty Program Multisensory Strategies with fidelity. Implement the Bridge the Gap component of Heggerty (2nd grade).	Implementing-K-2 Teachers	All K-2 teachers must assess all students in VLP level B (Blending and Sound to Letter Task) to receive baseline data. Quick Checks: administered every 3 weeks (Blending sound to Letter) In addition, All students 2-3 points above the benchmark will need to be tested.	Teacher will complete PALS tracking sheet	Evidence:	<table border="0"> <tr> <td>RAZ PLUS</td> <td>\$5024.43</td> </tr> <tr> <td>Reading A-Z</td> <td>\$806.19</td> </tr> <tr> <td>BrainPop</td> <td>\$4200.00</td> </tr> <tr> <td>StoryWorks</td> <td>\$1214.07</td> </tr> <tr> <td>Studies Weekly</td> <td>\$1165.45</td> </tr> <tr> <td>Unified Reading</td> <td>\$16,508.23</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Heggerty Phonemic Awareness-K</td> <td>\$89.00</td> </tr> <tr> <td>Heggerty Phonemic Awareness-1st</td> <td>\$89.00</td> </tr> <tr> <td>Heggerty Phonemic Awareness Ext.</td> <td>\$735.00</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Family Engagement Activities</td> <td>\$1296.80</td> </tr> <tr> <td>Family Engagement Ability Readers</td> <td>\$1400.00</td> </tr> <tr> <td>Family Engagement Food</td> <td>\$800.00</td> </tr> </table>	RAZ PLUS	\$5024.43	Reading A-Z	\$806.19	BrainPop	\$4200.00	StoryWorks	\$1214.07	Studies Weekly	\$1165.45	Unified Reading	\$16,508.23			Heggerty Phonemic Awareness-K	\$89.00	Heggerty Phonemic Awareness-1st	\$89.00	Heggerty Phonemic Awareness Ext.	\$735.00			Family Engagement Activities	\$1296.80	Family Engagement Ability Readers	\$1400.00	Family Engagement Food	\$800.00
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Phoneme and Grapheme Mapping	Title I team will schedule time during PLCs to model how to implement strategy. (2 sessions, modify as needed) LETRS participants have or will have training on mapping	Quick Check- Spelling Observation of phoneme-grapheme mapping instruction	Teacher will complete VLP tracking sheet Lesson plans		<table border="0"> <tr><td>RAZ PLUS</td><td>\$5024.43</td></tr> <tr><td>Reading A-Z</td><td>\$806.19</td></tr> <tr><td>BrainPop</td><td>\$4200.00</td></tr> <tr><td>StoryWorks</td><td>\$1214.07</td></tr> <tr><td>Studies Weekly</td><td>\$1165.45</td></tr> <tr><td>Unified Reading</td><td>\$16,508.23</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>Heggerty Phonemic Awareness-K</td><td>\$89.00</td></tr> <tr><td>Heggerty Phonemic Awareness-1st</td><td>\$89.00</td></tr> <tr><td>Heggerty Phonemic Awareness Ext.</td><td>\$735.00</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>Family Engagement Activities</td><td>\$1296.80</td></tr> <tr><td>Family Engagement Ability Readers</td><td>\$1400.00</td></tr> <tr><td>Family Engagement Food</td><td>\$800.00</td></tr> </table>	RAZ PLUS	\$5024.43	Reading A-Z	\$806.19	BrainPop	\$4200.00	StoryWorks	\$1214.07	Studies Weekly	\$1165.45	Unified Reading	\$16,508.23			Heggerty Phonemic Awareness-K	\$89.00	Heggerty Phonemic Awareness-1st	\$89.00	Heggerty Phonemic Awareness Ext.	\$735.00			Family Engagement Activities	\$1296.80	Family Engagement Ability Readers	\$1400.00	Family Engagement Food	\$800.00		
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Implementation of Sound Wall instruction with fidelity for teaching phonics and spelling patterns.	Teachers Title 1 / Academic coach Paraprofessionals	Lesson plans Classroom observations	Classroom assessments (formal and informal) VLP Quick Checks		<table border="0"> <tr><td>RAZ PLUS</td><td>\$5024.43</td></tr> <tr><td>Reading A-Z</td><td>\$806.19</td></tr> <tr><td>BrainPop</td><td>\$4200.00</td></tr> <tr><td>StoryWorks</td><td>\$1214.07</td></tr> <tr><td>Studies Weekly</td><td>\$1165.45</td></tr> <tr><td>Unified Reading</td><td>\$16,508.23</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>Heggerty Phonemic Awareness-K</td><td>\$89.00</td></tr> <tr><td>Heggerty Phonemic Awareness-1st</td><td>\$89.00</td></tr> <tr><td>Heggerty Phonemic Awareness Ext.</td><td>\$735.00</td></tr> <tr><td>Sound Wall Mirrors:</td><td>\$525.00</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>Family Engagement Activities</td><td>\$1296.80</td></tr> <tr><td>Family Engagement Ability Readers</td><td>\$1400.00</td></tr> <tr><td>Family Engagement Food</td><td>\$800.00</td></tr> </table>	RAZ PLUS	\$5024.43	Reading A-Z	\$806.19	BrainPop	\$4200.00	StoryWorks	\$1214.07	Studies Weekly	\$1165.45	Unified Reading	\$16,508.23			Heggerty Phonemic Awareness-K	\$89.00	Heggerty Phonemic Awareness-1st	\$89.00	Heggerty Phonemic Awareness Ext.	\$735.00	Sound Wall Mirrors:	\$525.00			Family Engagement Activities	\$1296.80	Family Engagement Ability Readers	\$1400.00	Family Engagement Food	\$800.00
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STUDENT ACHIEVEMENT & INSTRUCTION-English (3-5)

Problem Statement:

According to 2021 SOL data, students in 3rd - 5th grades lack basic skills to summarize text in sequence of previously read passages. (283/505 - 56% accuracy)

According to 2022 SOL data, students in 3rd - 5th grades lack basic skills to summarize text in sequence of previously read passages.

Link to Student Achievement & Instruction Fishbone Diagram

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):*

By the end of June 2022, 3rd- 5th grade students will increase summarizing skills as measured by 2022 SOL data by 10%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>
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5 W ² s	Teachers, paraprofessionals, students	Common Assessments, anecdotal notes, exit tickets, State assessment	Growth Assessment iReady Common Assessments																				
<p>Utilize best practices in regards to the 5 pillars of literacy during instruction.</p> <p>Before Reading:</p> <ul style="list-style-type: none"> - build background knowledge - teach vocabulary - discuss text structure - set a purpose <p>During Reading</p> <ul style="list-style-type: none"> - graphic organizers - strategic think alouds - read aloud - increased peer collaboration <p>After Reading</p> <ul style="list-style-type: none"> - use inferential questions (how and why) - utilize anchor charts - written response to reading 	Teachers Paraprofessionals Students	Common Assessments Classroom Assessments Anecdotal Notes Exit Tickets SOL Assessments Teacher Planning	Growth Assessments iReady Data Classroom Observations Lesson Plan Observations		<table border="0"> <tr> <td>RAZ PLUS</td> <td>\$5024.43</td> </tr> <tr> <td>Reading A-Z</td> <td>\$806.19</td> </tr> <tr> <td>BrainPop</td> <td>\$4200.00</td> </tr> <tr> <td>StoryWorks</td> <td>\$1214.07</td> </tr> <tr> <td>Studies Weekly</td> <td>\$1165.45</td> </tr> <tr> <td>Unified Reading</td> <td>\$16,508.23</td> </tr> <tr> <td>Family Engagement Activities</td> <td>\$1296.80</td> </tr> <tr> <td>Family Engagement Ability Readers</td> <td>\$1400.00</td> </tr> <tr> <td>Family Engagement Food</td> <td>\$800.00</td> </tr> </table>	RAZ PLUS	\$5024.43	Reading A-Z	\$806.19	BrainPop	\$4200.00	StoryWorks	\$1214.07	Studies Weekly	\$1165.45	Unified Reading	\$16,508.23	Family Engagement Activities	\$1296.80	Family Engagement Ability Readers	\$1400.00	Family Engagement Food	\$800.00
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Sequencing	Teachers, paraprofessionals, students	Common Assessments, anecdotal notes, exit tickets, State assessment	Growth Assessment		
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Problem Statement:

According to 2020-21 iReady diagnostic data, K-2 students lack competency in number and operations (46% competency).

According to 2021-22 iReady diagnostic data, K-2 students lack competency in number and operations (49% competency).

Link to Student Achievement & Instruction Fishbone Diagram

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):*

By the end of June 2022, K-2nd grade students will increase numbers and operations competency by 10% as measured by 2022 iReady diagnostic data. (46% 2021 - 49% 2022)

By the end of June 2023, K-2nd grade students will increase numbers and operations competency from 49% to 59%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>								
<p>Daily Number Talks and High-Yield Routines (K and 5)</p> <p>Daily Math Fact Fluency (1-4)</p>	<p>All Teachers Grades K-5</p> <p>Periodic PD and coaching will be provided by the academic coach.</p>	<p>Grade Level Common Assessments</p> <p>District Wide Math Benchmarks (iReady)</p>	<p>Lesson plans and admin observations</p> <p>Common Assessments and Benchmarks (iReady)</p>	<p>Teachers received in-person training from Rebecca Bradley on implementing the Fact Fluency program. (09/20-21/22)</p>	<table border="0"> <tr> <td>BrainPop</td> <td>\$4200.00</td> </tr> <tr> <td>Family Engagement Activities</td> <td>\$1296.80</td> </tr> <tr> <td>Family Engagement Ability Readers</td> <td>\$1400.00</td> </tr> <tr> <td>Family Engagement Food</td> <td>\$800.00</td> </tr> </table>	BrainPop	\$4200.00	Family Engagement Activities	\$1296.80	Family Engagement Ability Readers	\$1400.00	Family Engagement Food	\$800.00
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<p>Guided Math Groups</p> <p>Small group math instruction (groups created using data)</p>	<p>All Teachers grades K-5 and paras as appropriate</p>	<p>Grade Level Common Assessments</p> <p>District Wide Math Benchmarks (iReady)</p>	<p>Lesson plans and admin observations</p> <p>Common Assessments and Benchmarks (iReady)</p>		<table border="0"> <tr> <td>BrainPop</td> <td>\$4200.00</td> </tr> <tr> <td>Family Engagement Activities</td> <td>\$1296.80</td> </tr> <tr> <td>Family Engagement Ability Readers</td> <td>\$1400.00</td> </tr> <tr> <td>Family Engagement Food</td> <td>\$800.00</td> </tr> </table>	BrainPop	\$4200.00	Family Engagement Activities	\$1296.80	Family Engagement Ability Readers	\$1400.00	Family Engagement Food	\$800.00
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		Classroom assessments iReady individualized instruction data			
Weekly iReady individualized instruction (30-45 minutes)	All Teachers Grades K-5	iReady diagnostic assessments	iReady Usage Reports		BrainPop \$4200.00 Family Engagement Activities \$1296.80 Family Engagement Ability Readers \$1400.00 Family Engagement Food \$800.00

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STUDENT ACHIEVEMENT & INSTRUCTION-Math (3-5)

Problem Statement:

According to 2021 SOL data, students in 3rd - 5th grade lack confidence in solving practical problems (634/1569 - 40% accuracy).

According to 2022 SOL data, students in 3rd - 5th grade lack confidence in solving practical problems (44% accuracy).

[Link to Student Achievement & Instruction Fishbone Diagram](#)

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):*

By June 2022, 3rd - 5th grade students will increase practical problem competency as measured by 2022 SOL data by 10%.

By June 2023, 3rd - 5th grade students will increase practical problem competency as measured by 2023 SOL data from 44% to 50%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>								
Decoding and vocabulary Numberless word problems Renewed focus on comprehension of math word problems	Teachers, paraprofessionals, students Periodic PD and coaching will be provided by the academic coach.	daily reviews, small group anecdotal notes, IXL, exit tickets	Mastery Connect, Daily Reviews, SOL growth assessments	Teachers received in-person training from Rebecca Bradley on implementing the Fact Fluency program. (09/20-21/22)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">BrainPop</td> <td style="text-align: right;">\$4200.00</td> </tr> <tr> <td>Family Engagement Activities</td> <td style="text-align: right;">\$1296.80</td> </tr> <tr> <td>Family Engagement Ability Readers</td> <td style="text-align: right;">\$1400.00</td> </tr> <tr> <td>Family Engagement Food</td> <td style="text-align: right;">\$800.00</td> </tr> </table>	BrainPop	\$4200.00	Family Engagement Activities	\$1296.80	Family Engagement Ability Readers	\$1400.00	Family Engagement Food	\$800.00
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(Singapore Math,
3-Read Protocol)

Integrating math
problem solving
throughout instruction
rather than at the end of
procedural instruction.

<p>Start with numberless problems and</p> <p>CRA instructional model</p>	<p>Teachers, paraprofessionals, students</p>	<p>daily reviews, small group anecdotal notes, IXL, exit tickets</p>	<p>Mastery Connect, Daily Reviews, SOL growth assessments</p>		<p>BrainPop \$4200.00</p> <p>Family Engagement Activities \$1296.80</p> <p>Family Engagement Ability Readers \$1400.00</p> <p>Family Engagement Food \$800.00</p>
<p>Daily Number Talks and High-Yield Routines (K and 5)</p> <p>Daily Math Fact Fluency (1-4)</p>	<p>All Teachers Grades K-5</p>	<p>Grade Level Common Assessments</p> <p>District Wide Math Benchmarks (iReady)</p>	<p>Lesson plans and admin observations</p> <p>Common Assessments and Benchmarks (iReady)</p>		<p>BrainPop \$4200.00</p> <p>Family Engagement Activities \$1296.80</p> <p>Family Engagement Ability Readers \$1400.00</p> <p>Family Engagement Food \$800.00</p>

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

August/September (08/23/22)

October (10/17/22)

November (11/18/22)

December (12/16/22)

January (01/20/23)

February (02/17/23)

March (03/17/23)

April (04/21/23)

May (05/19/23)

Title I School-wide Component:

Schoolwide Component 2: Strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards

Schoolwide Component 3: Methods and instructional strategies that strengthen the academic program in the school, 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.

Schoolwide Plan Component 4: Addresses 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 a variety of activities.

STUDENT ACHIEVEMENT & INSTRUCTION-Science (K-5)

Problem Statement:

According to 2022 SOL data, students in 5th grade lack competency in scientific investigations (Average scaled score of 29/50 with an overall pass rate of 60%).

[Link to Student Achievement & Instruction Fishbone Diagram](#)

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):*

By the end of June 2023, 5th grade students will increase their scientific investigation scaled score to a minimum of 35 out of 50 and with an overall pass rate of 75%.

<p align="center">Change Idea <i>(strategies to be implemented)</i></p>	<p align="center">Person(s) Responsible for Implementation & Monitoring</p>	<p align="center">Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i></p>	<p align="center">Measures <i>(how will we know if the change idea is being implemented and having an impact)</i></p>	<p align="center">Description of Outcomes/Findings Resulting from the Change Idea to Date</p>	<p align="center">Title I, Part A, Budget Implications <i>(if applicable)</i></p>								
<p>Increased focus on providing hands-on opportunities for scientific investigations</p>	<p>Classroom teachers, district coordinators and professionals, academic coach, administration</p>	<p>PBA exemplars, common assessments, 5th Grade Pre/Post assessment, Science SOL</p>	<p>PBA data, MasteryConnect data, Science SOL data, lesson plans, classroom observations</p>		<table border="0"> <tr> <td>BrainPop</td> <td align="right">\$4200.00</td> </tr> <tr> <td>Family Engagement Activities</td> <td align="right">\$1296.80</td> </tr> <tr> <td>Family Engagement Ability Readers</td> <td align="right">\$1400.00</td> </tr> <tr> <td>Family Engagement Food</td> <td align="right">\$800.00</td> </tr> </table>	BrainPop	\$4200.00	Family Engagement Activities	\$1296.80	Family Engagement Ability Readers	\$1400.00	Family Engagement Food	\$800.00
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Increased integration of reading and writing related to science concepts	Classroom teachers, district coordinators and professionals, academic coach, Title 1 teachers, administration	PBA exemplars, common assessments, 5th Grade Pre/Post assessment, Science SOL	PBA data, MasteryConnect data, Science SOL data, lesson plans, classroom observations		RAZ PLUS \$5024.43 Reading A-Z \$806.19 BrainPop \$4200.00 StoryWorks \$1214.07 Studies Weekly \$1165.45 Unified Reading \$16,508.23 Family Engagement Activities \$1296.80 Family Engagement Ability Readers \$1400.00 Family Engagement Food \$800.00
Creation of a staff STEM committee to provide teachers with materials and activities for implementation of scientific investigations.	Teacher leaders, administration	committee agendas and minutes, plan for implementation of PD	PBA data, MasteryConnect data, Science SOL data, classroom observation of provided STEM investigations taking place		BrainPop \$4200.00 Family Engagement Activities \$1296.80 Family Engagement Ability Readers \$1400.00 Family Engagement Food \$800.00

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

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Title I School-wide Component:

Schoolwide Component 2: Strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards

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SCHOOL CLIMATE & CULTURE-Discipline

Problem Statement:

According to the 2021 school discipline data report, black students receive written referrals disproportionately higher than white students with 92% of the referrals.

According to the 2022 school discipline data report, black students receive written referrals disproportionately higher than white students with 69% of the referrals.

Link to Student Achievement & Instruction Fishbone Diagram

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):*

By the end of June 2022 ,the number of referrals received by black students as measured by the 2022 school discipline data report will decrease from 92% to 70%.

By the end of June 2023 ,the number of referrals received by black students as measured by the 2023 school discipline data report will decrease from 69% to 60%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications <i>(if applicable)</i>
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PBIS Matrix Teaching Expectations Pre-Referral SEL Interventions	K-5 Teachers, paraprofessionals	Implement Restorative Practices, SEL Interventions, Team Interventions	Pre-referral document tracking, conduct notice tracking, and student referral data review	Updated posters for classroom, hallway, cafeteria, resource classes - August 2022 Ongoing SEL training for staff- August 2022	
Mentor Program	All staff	periodic meetings between mentee and mentor	Monthly mentor logs of meetings with mentee		
Unified Reading Program Anchored for Life	All staff	Observation of implementation Observation of morning meetings Referrals to Anchored for Life team	Administration observational data Log of referrals to AFL Log of services rendered by AFL team	Training provided for leadership team during summer committee - August 2022 Monthly read aloud planned August 2022 - June 2023 Distributed kits to new families transitioning to CES-(9 kits)	Unified Reading \$16,508.23

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

August/September (08/23/22)

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March (03/17/23)

April (04/21/23)

May (05/19/23)

Title I School-wide Component:

Schoolwide Plan Component 1: Comprehensive Needs Assessment

Schoolwide Component 2: Strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards

Schoolwide Plan Component 4: Addresses 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 a variety of activities.

SCHOOL CLIMATE & CULTURE-Staff Perception Survey

Problem Statement:

According to the 2021 School Climate Survey, 75% of staff agree with the following statement: “Staff PDs connect directly to work with students.”

According to the 2022 School Climate Survey, 84% of staff agree with the following statement: “Staff PDs connect directly to work with students.”

Link to Student Achievement & Instruction Fishbone Diagram

Measurable Aim *(what will be improved, by how much, by when, and for what/whom)*: By the end of June 2022, the School Climate Survey will decrease to 50% of staff agreeing with the following statement: “Staff PDs do not connect directly to work with students.”

By the end of June 2023, the School Climate Survey will increase to 85% of staff agreeing with the following statement: “Staff PDs do connect directly to work with students.”

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications <i>(if applicable)</i>
Building level professional development will pertain to building initiatives (SEL, math fluency, science of reading).	Leadership team	Surveys to garner staff input.	School climate survey		Unified Reading \$16,508.23
Building level professional development will be delivered by a variety of	Leadership team other teachers/staff	Surveys to garner staff input.	School climate survey		

<p>stakeholders in order to increase relevance.</p> <p>Building level PD will be tailored to all school stakeholders (ie SPED, Early Start, Resource).</p>					
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<p>Monthly Team Meeting Updates <i>(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):</i></p> <p><u>August/September (08/23/22)</u> October (10/17/22) November (11/18/22) December (12/16/22) January (01/20/23) February (02/17/23) March (03/17/23) April (04/21/23) May (05/19/23)</p> <p><u>Title I School-wide Component:</u> Schoolwide Plan Component 1: Comprehensive Needs Assessment</p> <p>Schoolwide Component 2: Strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards</p> <p>Schoolwide Plan Component 4: Addresses 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 a variety of activities.</p>

Problem Statement: According to the 2022 School Climate Survey data, the school (82%) adequately recognizes students for a variety of accomplishments.

Link to Student Achievement & Instruction Fishbone Diagram

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):* By the end of June 2022, the school will increase the percentage from 82% to 90% satisfaction in the school’s recognition of student achievements as measured by the 2022 School Climate Survey.

By the end of June 2023, the school will increase the percentage from 86% to 90% satisfaction in the school’s recognition of student achievements as measured by the 2022 School Climate Survey.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications <i>(if applicable)</i>
Celebrate Achievements of students at the end of each 9 weeks.	Teachers Administrators School wide staff PTA	Set dates for the end of each 9 weeks for each celebration: November, February, & April. Spreadsheet	Number of students that showed achievements throughout each 9 weeks.		
Great Gator Awards	Teachers Administrators School wide staff	Spreadsheet & weekly recognition, social media and website publicity	Staff nominated and tracked on the spreadsheet		

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April (04/21/22)

May (05/19/22)

Title I School-wide Component:

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