



2022-2023

School Improvement Plan  
Southwestern Elementary  
School



**STUDENT ACHIEVEMENT & INSTRUCTION-English (Grades 3-5)**

*Link to Student Achievement & Instruction Fishbone Diagram*

**Problem Statement: (2022-2023) Students in grades 3-5 lack basic skills in reading (specifically drawing conclusions, cause and effect, characterization and word analysis) and do not meet the state SOL score minimum pass rates with an unadjusted pass rate of 72%.**

*(2021-2022) Students in grades 3-5 lack basic skills in reading (specifically drawing conclusions, cause and effect, characterization) and do not meet the state SOL score minimum pass rates with a pass rate of 63%.*

*Link to Driver Diagram*

**Measurable Aim (what will be improved, by how much, by when, and for what/whom): By June 2023, reading comprehension for students in grades 3 - 5 as measured by the SOL pass rate, will increase from an unadjusted 72% to 80%.**

**(2021-2022)By June 2022, reading comprehension for students in grades 3 - 5 as measured by the SOL pass rate, will increase from 63% to 75%.**

**\*Goal was met, thus the increase for unadjusted pass rate.**

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b>	<b>Title I, Part A, Budget Implications (if applicable)</b>
Whole group word analysis instruction as it relates to comprehension to include Morphology lessons.	School Administrators Reading Specialist Academic Coach Teachers Paraprofessionals	Classroom Observation Forms (Daily) Lesson Plans (Weekly) Common Assessments iReady March 2023 SOL Data June 2023 Progress Monitoring Data Sheet (Monthly)	School Administrators will conduct weekly classroom observations to ensure whole group word analysis and focused small group instruction is taking place.		Learning A-s Raz plus.com @ \$4,434.00  Social Studies Weekly (4th Grade Virginia Studies) @ \$210.00  Read Alouds to Build Vocabulary @\$3,170.31

<p>Teachers will collaborate with the academic coach to review and revise aligned instruction and assessments to focus on Tier I effective instructional practices.</p>	<p>School Administrators Reading Specialist Academic Coach Teachers</p>	<p>Grade Level Planning Meetings (Weekly) Lesson Plans (Weekly) Common Assessments</p>	<p>School administrators, Title I teacher, academic coach, will attend planning meetings and review lesson plan implementation and assessment data to determine effectiveness of tier I instruction.</p>		
<p>Vertical planning with grade level chairs on the third Thursday of each month, beginning in October 2022. *Common vocabulary and strategies will be shared through weekly Mustang Reminders.</p>	<p>School Administrators Reading Specialist Academic Coach Teachers</p>	<p>Classroom Observation Forms (Daily) Lesson Plans (Weekly) - Small Group Instruction Plans Ongoing Common Assessments iReady March 2023 SOL Data June 2023</p>	<p>School administrators, Title I teacher, and academic coach, will attend planning meetings and note implementation of common vocabulary through observations and lesson plan checks.</p>		
<p>Admin and the Reading Specialist will meet with teachers every 4 ½ weeks during PLCs to discuss student progress, possible interventions and grouping.</p>	<p>School Administrators Reading Specialist Academic Coach Teachers</p>	<p>Data to bring (Monthly): Progress Report/Report Card Averages Common Assessment Data Running Records Data PALS Quick Check Data (Third) Spelling Inventory (When Results are available to review) iReady My Path Usage</p>	<p>Admin team will track progress of students identified as in need of Tier II and Tier III interventions.</p>		
<p>WIN Block - 30 mins twice a week.</p>	<p>Reading Specialist Academic Coach Title I Paraprofessionals PALS Assistant Trained Paraprofessionals Resource Teachers</p>	<p>Common Assessments Quick Checks Running Records</p>	<p>Admin and Academic Coach will observe tutoring sessions.</p>		

Teachers will collaborate with the Reading Specialist to form small groups, Title I support in grades 4 & 5.	Reading Specialist School Administrators Academic Coach Teachers	LETRS Spelling Inventory Grades 4 & 5	Admin will observe small group instruction in grades 4 & 5.	Teachers have been trained on the LETRS spelling assessment.	
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**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:** Leadership Team Meeting Slidedeck; Expanding Vocabulary w/ Morphology PD; Build a Word PD

**September:** WIN Block Permission Letter; WIN Block Data; WIN Block Schedule; PLC Cycle Agenda (9/13/22); PLC Cycle Agenda (9/27/22)

**October:** 10/04/22 Collaborative Learning Teams/PLC Standing Agenda Elementary 2022

**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.

**Problem Statement: (2022-2023) According to 2021-2022 PALS data, K-3 students lack foundational skills in phonemic awareness and phonics.**

*(2021-2022) According to 2020-2021 PALS data, K-3 students lack foundational skills in phonemic awareness and phonics.*

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By June 2023, students in grades K-3 identified by PALS, will decrease by 10 percentage points.**

**\*(2021-2022) By June 2023, students in grades K-3 identified by PALS will decrease by 10 percentage points.**

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
Implement strategies from SIPPS, Heggerty, LETRS, integrating the science of reading and comprehensive literacy.	School Administrators Reading Specialist Academic Coach Teachers	Classroom Observation Forms (Daily) Lesson Plans (Weekly)	School Administration will monitor specific implementations through lesson plan reviews and observations.	PALS Results SIPPS Data LETRS Spelling Inventory	

<p>Shared phonemic awareness and phonics lessons implemented daily based on the SPS scope and sequence.</p>	<p>School Administrators Reading Specialist Academic Coach Teachers</p>	<p>Classroom Observation Forms(Daily) Lesson Plans (Weekly)</p>	<p>School Administrators will conduct weekly classroom observations to ensure whole group phonemic awareness and phonics instruction is taking place.</p>		<p>Scholastic Book word Family Set (10 sets @ \$63.99 each) @ \$639.90</p> <p>240 sets of 5 mirrors \$7.00 a set @\$1806.00</p> <p>EZ Read Plastic Magnetic Lowercase Letters (Really Good Stuff) 120 @ \$2758.80</p> <p>Small Magnetic white Boards, Double Sided (12 sets of 12 for \$33.99) @432.36</p> <p>Scholastic Magazine - Let's Find Out (Kindergarten) @\$660.00</p>
<p>Admin and Title I Teacher will meet with teachers every 4 ½ weeks to discuss student progress, possible interventions and grouping.</p>	<p>School Administrators Reading Specialist Academic Coach Teachers</p>	<p>Data to bring (Monthly): Progress Report/Report Card Averages Common Assessment Data Running Records Data PALS Data 3-5 Spelling Inventory (When Results are available to review) iReady My Path Usage</p>	<p>Admin team will track progress of students identified as in need of Tier II and Tier III interventions.</p>		
<p>The Reading Specialist will meet with Title I assistants and PAL assistants monthly to discuss K-5 student progress, possible interventions, and grouping.</p>	<p>Reading Specialist</p>	<p>SIPPS Data (Monthly)</p>			

Professional development will be provided for phonemic awareness, phonics instruction, and vocabulary.	Reading Specialist Academic Coach	Classroom Observations (Daily)	Administrators, Title I Teacher and Academic Coach will observe teachers providing effective Tier I instruction on Phonemic Awareness Phonics and Vocabulary		
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**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:** Leadership Team Meeting Slidedeck; Expanding Vocabulary PD;

**September:** Title I Paraprofessional Schedule (1) ; Title I Paraprofessional Schedule (2); PALS Assistant Schedule; [Progress Monitoring Data Sheet \(Littlefield\)](#)

**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-Math*

*Link to Student Achievement & Instruction Fishbone Diagram*

**Problem Statement: (2022-2023)** *According to 2021-2022 SOL data and iReady diagnostic assessment, students in grades PreK-5 lack understanding of numbers and number sense.*

*(2021-2022) According to 2020-2021 SOL data and iReady diagnostic assessment, students in grades PreK-5 lack understanding of numbers and number sense.*

**Link to Driver Diagram**

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By June 2023, students in grades PreK-5 will demonstrate growth in the areas of numbers and number sense, as measured by unadjusted SOL data (68% to 75%) and iReady growth results.**

**\*2021-2022 By June 2022, students in grades PreK-5 will demonstrate growth in the areas of numbers and number sense, as measured by SOL data (44% to 70%) and iReady growth results.**

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
Teachers will implement high yield routines for Number and Number Sense as provided by SPS math department, to include grades 1-4 using Fact Fluency Kits with fidelity.	School Administrators Academic Coach Teachers	Observations (Daily) Lesson Plans (Weekly) SPS Common Assessments	School administrators and academic coach will review lesson plan implementation through observations and data analysis to determine effectiveness.		
The Academic Coach will meet with teachers to assist with planning and ensure alignment and best instructional practices.	School Administrators Academic Coach Teachers	Observations (Daily) Lesson Plans (Weekly) SPS Common Assessments	School administrators and academic coach will attend planning meetings and review lesson plan implementation through observations to ensure teachers are using instructional best practices.		
Admin and Title I teacher will meet with teachers every 4 ½ weeks to discuss student progress, possible interventions and grouping during PLCs.	School Administrators Academic Coach Teachers	Data to bring (Monthly): Progress Report/Report Card Averages Common Assessment Data iReady My Path Usage	Admin team will track progress of students identified as in need of Tier II and Tier III interventions.		



<p>Vertical planning with grade level chairs on the third Thursday of each month, beginning in October 2022 and during PLC. *Common vocabulary and strategies will be shared through weekly Mustang Reminders.</p>	<p>School Administrators Title I Teacher Academic Coach Teachers</p>	<p>Classroom Observation (Daily) Lesson Plans (Weekly) - Small Group Instruction Plans Ongoing Common Assessments iReady March 2023 SOL Data June 2023</p>	<p>School administrators, Title I teacher, and academic coach, will attend planning meetings and note implementation of common vocabulary through observations and lesson plan checks.</p>		
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**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:** Leadership Team Meeting Slidedeck; Greening PD Multiplication and Division Fact Fluency Kits Training

**September:** PLC Cycle Agenda (9/13/22); PLC Cycle Agenda (9/27/22) [Data Folder](#)

**October:** 10/04/22 Collaborative Learning Teams/PLC Standing Agenda Elementary 2022

**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 (5)*

*Link to Student Achievement & Instruction Fishbone Diagram*

**Problem Statement:** *(2022-2023) Students in grade 5 did not demonstrate the ability to analyze and apply science concepts that are taught as evidenced by an unadjusted pass rate of 58%.*

[Link to Driver Diagram](#)

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By June 2023, students in grades 5, as measured by the SOL pass rate, will increase from an unadjusted 58% to 70%.**

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b>	<b>Title I, Part A, Budget Implications (if applicable)</b>
Teachers will collaborate with the academic coach to review and revise aligned instruction and assessments to focus on Tier I effective instructional practices.	School Administrators Academic Coach Teachers	Grade Level Planning Meetings (Weekly) Lesson Plans (Weekly)  Common Assessments	School administrators and academic coach will attend planning meetings and review lesson plan implementation and assessment data to determine effectiveness of tier I instruction.		Science Weekly (Grades 1,2,3 &5) @ \$3,300.75  SOL Pass @ \$245.00  BrainPop and Brain Pop Jr. @ \$3,515.00
Implementation of Science Labs monthly, using the pacing of the District-Wide Science Scope and Sequence (looking to create a space for students to experience science in a lab setting).	School Administrators Academic Coach Teachers	Classroom Observation Forms (Daily) Lesson Plans (Weekly)  SOL Data	School administrators and academic coach will attend planning meetings and note implementation of science vocabulary through observations and lesson plan checks.		
Admin and the Academic Coach will meet with teachers every 4 ½ weeks during PLCs to discuss student progress, possible interventions and grouping.	School Administrators Academic Coach Teachers	Data to bring(Monthly): Progress Report/Report Card Averages Common Assessment Data	Admin team will track progress of students identified as in need of Tier II and Tier III interventions.		

**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:** Leadership Team Meeting Sliddeck  
**September:** PLC Cycle Agenda (9/13/22); PLC Cycle Agenda (9/27/22)  
**October:** 10/04/22 Collaborative Learning Teams/PLC Standing Agenda Elementary 2022 **Stem Lab Sign-Out Sheet**

**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-Students with Disabilities**

*Link to Student Achievement & Instruction Fishbone Diagram*

**Problem Statement: (2022-2023) According to 2021-2022 SOL data, students with Disabilities performed lower than their general education peers on the Reading (All 72%; SWD 46%) and Math (All 68%, SWD 43%) Standards of Learning (unadjusted pass rates).**

**(2021-2022) According to 2020-2021 SOL data, students with Disabilities performed lower than their general education peers on the Reading (All 68%; SWD 7%) and Math (All 44%, 8%) Standards of Learning.**

*Link to Driver Diagram*

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By June 2023, students with disabilities will increase in Reading and Math by 10 percentage points.**

**(2021-2022) By June 2022, students with disabilities will increase in Reading and Math by 10 percentage points.**

**\*Goal was met, thus the increase of the unadjusted pass rate.**

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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<p>Special education teachers will use eligibility notes to plan specially designed instruction. Data will be reviewed weekly to ensure IEP goals are monitored and adjusted as needed.</p>	<p>Administrators Special Education Teachers</p>	<p>Observations (Daily) Lesson Plans (Weekly) SPS Common Assessments Individualized Data Tracking Forms (Weekly)</p>	<p>Administration team will observe how specially designed instruction aligns with needs identified in eligibility notes.</p>		<p>Building Fact Fluency Kits Addition and Subtraction (\$519 X 6) @ \$3,114.00  Building Fact Fluency Kits Multiplication and Division (\$519 X 6) @ \$3,114.00</p>
<p>Special education teachers and classroom teachers will collaborate after formative and summative assessments to discuss student progress.</p>	<p>Administrators Special Education Teachers Classroom Teachers</p>	<p>Observations (Daily) Lesson Plans (Weekly) SPS Common Assessments</p>	<p>Administrators and inclusion teams will monitor the progress of students and collaboration logs.</p>		
<p>Special education teachers will attend weekly grade level planning meetings.</p>	<p>Administrators Special Education Teachers</p>	<p>Lesson Plans (Weekly) Grade Level Planning Notes (Weekly)</p>	<p>Admin team and academic coach will attend planning meetings to review accommodations and modifications implemented to ensure instructional best practices are utilized.</p>		
<p>Admin will meet with teachers every 4 ½ weeks to discuss student progress and possible interventions through PLC's.</p>	<p>School Administrators Teachers</p>	<p>Meeting Notes (Monthly) Individualized Data Tracking Forms</p>	<p>Admin team will track progress of students with disabilities.</p>		

WIN Block 30 min. a week	Reading Specialist Academic Coach Title I Paraprofessionals PALS Assistant Trained Paraprofessionals Resource Teachers	Common Assessments Progress Monitoring Data (Monthly) Running Records	Admin and Academic Coach will observe tutoring sessions.		
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**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:** SPED Meeting Slidedeck (Discussion of Importance of Progress Monitoring)  
**September:** WIN Block Permission Letter; WIN Block Data; WIN Block Schedule; PLC Cycle Agenda (9/13/22); PLC Cycle Agenda (9/27/22)  
**October:** SPED Meeting Agenda 10/14/22;

**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-Attendance**

*Link to Family & Community Engagement Fishbone Diagram*

**Problem Statement: (2022- 2023) According to the 2021-2022 VDOE State Report Card, SWES’ chronic absenteeism rate was 18.8%.**

*Link to Driver Diagram*

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By May 2023, the chronic absenteeism rate will decrease by 10% from 18.8% (2021-2022) .**

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring	Measures <i>(how will we know if the change idea is being</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications <i>(if applicable)</i>
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		<i>(what will be used to determine the effectiveness of the change)</i>	<i>implemented and having an impact)</i>		
Implementation of the Parent Bridge program, where parents will be provided a school partner to monitor attendance and needs.	School Administrators Identified Staff Members	Attendance Records (Weekly) End of Year VDOE Reporting Parent Bridge Communication Logs (Weekly)	Attendance Data Sheets		
Incorporate AT-TEN-we-DANCE where classrooms will celebrate perfect attendance.	School Administration Teachers Business Partners	Attendance Records (Daily)	Letters represented outside of each classroom		
Incentives for attendance (e.g. traveling trophy)	School Administration Guidance Counselor Administrative Assistant	Attendance Records (Monthly)			

**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: PBIS Team Meeting Agenda (8/3/22); Parent Bridge for August

September: Tier 1 PBIS/VTSS Team Meeting; Attendance Data

October: Attendance Data

**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.

## SCHOOL CLIMATE & CULTURE-Discipline

*Link to School Safety Fishbone Diagram*

**Problem Statement: (2022-2023) There is a need for increased student self-regulation when encountering conflict in the school environment.**

**(2021-2022) There is an increase in the number of students whose conduct affects themselves and their learning environment.**

**Link to Driver Diagram**

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

***By 2022-2023, students will increase appropriate behavior in all settings and decrease the number of conduct notices and referrals by 10 percent.***

***\*It is important to note that there is little discrepancy between discipline infractions resulting in referrals, as it pertains to African American and Caucasian students.***

***\*(2021-2022) By 2021-2022, students will increase appropriate behavior in all settings and decrease the number of conduct notices by 10%.***

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
Continue to implement PBIS tier 1 strategies with fidelity.	School Administrators Academic Coach Teachers	Conduct notices (Daily) Referrals to Office (Daily)	PBIS Team members will observe teachers giving out tickets and providing behavior specific feedback. There will be a decrease in students needing Tier II and Tier III support.		

Continue implementation of PBIS tier II team support.	Tier II Team Assistant Principal Academic Coach	Meeting notes (Monthly) Check in and Check out Logs (Daily)	School Administrators will review Tier II Team meeting minutes.		
Continue Implementation of Reset Room using Zones of Regulation.	School Administrators Academic Coach Teachers	Student Surveys (Quarterly)	PBIS Tier I and Tier II Teams will monitor Survey results of students using the Reset Room.		
Continue Implementation of breakfast club, and mentors to support SEL instruction. (Twice a week)	Tier II Team	Conduct notices (Daily) Referrals to Office (Daily) Check in and Check out Logs (daily)	PBIS Tier I and Tier II Teams will monitor Survey results of students participating in breakfast club, lunch buddies and mentorship.		
Build capacity of teachers in the areas of SEL, Restorative Practices, and Equity with professional learning.	School Administrators Academic Coach Teachers	Conduct notices (Daily) Referrals to Office (Daily) Morning Meeting (Daily) Observations (Daily)	School administrators will observe teachers using SEL and Restorative Practices strategies. Equity will be noted through classroom interactions and observation.		
Implementation of scheduled guidance lessons, based on discipline data and teacher reports.	School Administrators Guidance Counselors Teachers	Guidance Observations Referral Data Teacher Input (Lessons are implemented weekly)	School administrators will observe the guidance counselor during guidance lessons. Observations of student behavior will also be conducted.		

**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:** PBIS Team Meeting Agenda (8/3/22)

**September:** PBIS Schoolwide Matrix; Tier 1 PBIS/VTSS Team Meeting (8/21/22); Tier 2 PBIS/VTSS Team Meeting (8/21/22)

**October:** Open House PBIS-Parent letter Breakfast Club Permission Slip; Guidance Lessons Schedule

**Title I School-wide Component:**



**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-Student Perception Survey*

*Link to School Climate & Culture Fishbone Diagram*

**Problem Statement: (2022-2023)** According to the 2021-2022 climate survey the lowest indicator was that 45% of students responded positively to the statement: “students treat one another with respect” and “students treat teachers with respect 65%.

*(2021-2022)* According to the 2020-2021 climate survey, the lowest indicator was that 80% of students responded positively to the statement: “I enjoy going to school.”

*Link to Driver Diagram*

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* By May 2023 students will increase a positive response to the statement: “students treat each other and teachers with respect” on the school climate survey.

**\*(2021-2022)** By May 2022 students will increase a positive response to the statement: “I enjoy going to school.” by 5 percentage points. By May 2022 teachers will maintain their positive response to the statement: “Morale is high at my school.” (97%)

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
Recognize students and staff through weekly shout outs, Principal Prize Patrol, birthday announcements, student of the month	School Administration Guidance Counselor	Staff Surveys (Bi-Annually) Student Surveys (Bi-Annually) Attendance at SOM	School administration will monitor results of surveys.		

recognition, and using behavior specific praise.					
PBIS monthly events including Mustang Prize Patrol.	Tier 1 Team	Monthly Record of Participation	School administration will monitor results of the Monthly participation record.		
Excellence Referrals will be given to students that exhibit exceptional behavior/citizenship or improvement. A Positive phone call will be made to parents. Students will sign the Wall of Excellence.	Classroom Teachers	Wall of Excellence (Daily) Copy of Excellence Referrals (Daily)	Discipline Data		
Teachers will use data from interest surveys to assist in making instruction relevant to students. Administration will use data from various teacher surveys to strengthen relationships.	School Administrators Academic Coach Teachers	Student Surveys (Bi-Annually) Teacher Surveys - Interest Survey - Quarterly” Pulse” Check Mustang Committee Monthly Activities	School administration will monitor lesson plans and conduct observations to ensure instruction is relevant to students. School administration will utilize teacher input to sustain and/or improve rapport with teachers.		
Teachers will continue to build relationships with students through morning meetings.	School Administrators Academic Coach Teachers	Student Surveys (Bi-Annually)	School administrators will monitor morning meetings through weekly observations.		<a href="#">Literature to Build Cultural Awareness @ \$615.96</a>
Each student will participate in a Club activity once a month. (Clubs will be by grade	School Administrators Academic Coach Teachers	Monthly			

level starting in October)					
Implement various initiatives to encourage respectful behavior (e.g. kindness crew, lucky lunch bunch, and mystery reward board)	All stakeholders	Monthly Activities			
Implementation of scheduled guidance lessons, based on discipline data and teacher reports.	School Administrators Guidance Counselors Teachers	Guidance Observations (Weekly) Referral Data Teacher Input	School administrators will observe the guidance counselor during guidance lessons. Observations of student behavior will also be conducted.		

**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):*  
September: Student of the Month Form; Club SWES Letter  
October: Guidance Lessons Schedule

**Title I School-wide Component:**  
*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.*

***Problem Statement: (2022- 2023) According to the 2021-2022 Family Engagement sign-in sheets, there is a lack of attendance to school events.***

***(2021-2022) According to the 2020-2021 Family Engagement sign-in sheets, there is a lack of attendance to school events.***

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* ***By June of 2023, participation in Parent Engagement Activities will increase by 10%.***

***\*(2021-2022) By June of 2022, participation in Parent Engagement Activities will increase by 10%.***

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
Teachers will connect family engagement activities to instruction.	School Administrators Title I Teacher Academic Coach Teachers	Sign in Sheets(Monthly) Meeting Announcements (As Needed to Advertise)) Event evaluations completed by parents (Monthly)	School administration will monitor family engagement activities/ sign in sheets.  Survey Results Analysis		*Phonemic Awareness & Phonics Materials for Parents (November, December, February) @ \$690.06  Phonemic Awareness & Phonics Books for Parents (October, November, December) @ \$1,308.55  STEM Materials (April) @500.00
Family engagement activities will be advertised two weeks in advance.	School Administration Title I Teacher	Attendance Sheets Canvas Announcements School Messenger Facebook Page School Website Twitter Page (As Needed)	School administration and title I teacher will monitor advertisements and attendance.		

<p>Incentives for participation. (Student, Parent and Classrooms) (Examples: Books, gift basket raffles, Food raffles)</p>	<p>School Administration Title I Teacher</p>	<p>Attendance Sheets (Monthly) Event evaluations completed by parents (Monthly)</p>	<p>School administration will monitor parent surveys for participation.  Survey Results Analysis</p>		<p>Go Noodle Family Activity Books (\$8.99 X 50 Copies) @ \$449.50  *Healthy Snacks and Waters (October, December, February) @ \$202.81  *Hot chocolate, cups, spoons, marshmallows, cookies, wrapping supplies (December) @ \$300.00</p>
<p>SWES will take Family Engagement Activities to M to M Communities each semester</p>	<p>School Administration Title I Teacher</p>	<p>Attendance Sheets(Monthly) Event evaluations completed by parents (Monthly)</p>	<p>School administration will monitor parent surveys for participation.  Survey Results Analysis</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: Little Mustang Round-Up Flier (8/27/22)  
 September: Family Engagement Calendar for the Year; Open House Flier; BOO'ks & Treats Flyer (1).pdf  
 October: Open House

**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.