

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Carmel Elementary		District Name: Cherokee County School District
Principal Name: Kim Hagood		School Year: SY 2021-22
School Mailing Address: 2275 Bascomb Carmel Road, Woodstock, GA 30189		
Telephone: 770-704-1184		
District Title I Director/Coordinator Name: Lynda Wallace		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Comprehensive Support School <input type="checkbox"/>		Targeted Support School <input type="checkbox"/>
Revision Date: 8.10.2021	Revision Date:	Revision Date:

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;

- Not applicable as school is an established schoolwide school.

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;

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 format and, to the extent practicable, provided in a language that the parents can understand.

e). Is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

- The Schoolwide Plan was developed with the involvement of parents and other members of the community including administrators, teachers, other staff members and students. It remains in effect for the duration of the school's participation of Title I and revised as necessary based on student needs. It is available to the parents and public via the school website, front office and parent resource room in an understandable and uniform format. To the extent practicable and upon request, it will be provided for parents in a language that they can understand. It was developed in coordination and integration with other Federal, State and local services, resources and programs.

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

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;

Beginning of the Year Schoolwide Plan and Budget Stakeholder Meeting
 FY22 Title I SWP Revision 1
 School: Carmel Elementary
 Date: August 10, 2021 3:00 PM

Member Name	Member Signature	Position/Role
Kim Hagood	<i>Kim Hagood</i>	Principal
JEREMY DOWEN	<i>Jeremy Dowen</i>	Parent
Sharon Borg	<i>Sharon Borg</i>	Para - K
yudy soro	<i>yudy soro</i>	Parent Facilitator
Morgan Aard	<i>Morgan Aard</i>	Parent
Sarah Mallow	<i>Sarah Mallow</i>	ILS - Carmel
Lea Andersen	<i>Lea Andersen</i>	AP
Taylor Smith	<i>Taylor Smith</i>	AF - Carmel
Christy Espinoza	<i>Christy Espinoza</i>	teacher
Michele Harcanil	<i>M. Harcanil</i>	AP

Comprehensive Needs Assessment: Section 1114(b)(1)(A)

A comprehensive needs assessment 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.

Response:

Carmel Elementary School is committed to increasing the academic and social growth in every child. Benchmark and state data were analyzed to develop a comprehensive needs assessment and goals were developed. Teachers, paraprofessionals, Parent Engagement Facilitator, Academic Facilitator, Instructional Lead Strategist, parents, and administrators were involved in providing input to the Carmel Elementary schoolwide plan for SY2021-2022. The School Improvement Council (SIC), Data Team, and Instructional Leadership Team (ILTs) worked together to develop initiatives and interventions for our most at-risk students. The plan was drafted using feedback from staff and members of the School Improvement Council. Together, the teams set S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Timely) goals which were shared and distributed to all stakeholders for feedback/input.

Revisions will be made and then distributed to stakeholders for review. The plan was submitted to the Carmel Elementary staff for approval and implementation. The staff will continue to participate in the development and monitoring of our schoolwide plan via input from weekly collaborative grade level meetings, monthly ILT meetings, and weekly PLC meetings. The implementation of the plan will be monitored by the Leadership Team and district personnel.

We have used the following instruments, procedures, or processes:

- Brainstorming sessions with the various stakeholders to gather ideas about specific areas of need and specific concerns.
- Data gathered from several formal and informal surveys including Home Language Surveys.
- FY21 Title I Comprehensive Needs Assessment (CNA)
- FY21 Parent survey
- PLC's: Data analysis is used to inform instruction, develop common assessments, and make instructional adjustments.

During the 2020-2021 school year, 43.4% of our students qualified for Free or Reduced Meals, 31% of our students were served through EIP, and 17% of our population received Special Education services. In addition, 15% of students received ESOL services. EL assessments and instructional plans for these students included evidence-based strategies to target their language development needs. One barrier Carmel faces is the transient nature of the student population. In 2020, the transiency rate was 36%. We have reflected on current and past student achievement data which will help the school meet the needs of the most at-risk population.

Based on the current data that was collected, Carmel Elementary will focus on improving all four core academic areas: ELA, Math, Social Studies, and Science for the most at-risk students. The following data was used in determining the needs for Carmel Elementary. In reading, we utilize the Georgia Milestone ELA Assessment in Grades 3-5. Third grade increased from 42% in SY2019 to 54% in SY2021. Fourth Grade increased from 43% in SY2019 to 53% in SY2021. Fifth grade decreased from 52% in SY2019 to 42% in SY2021.

We also track the students Scholastic Reading level which is a score the teachers use daily to determine reading groups and choose appropriately leveled reading material. All grade levels increased the percentage of students reading on or above grade level from the beginning of the year to the end of the year. The level that determines on grade level varies and is set by district guidelines.

- In math, we utilize the Georgia Milestone Mathematics Assessment in Grades 3-5 to determine student achievement. Third grade decreased from 61% proficient in SY2019 to 57% proficient in SY2021. Fourth grade decreased from 58% proficient in SY2019 to 51% proficient in SY2021. Fifth grade decreased from 58% proficient in SY2019 to 40% proficient in SY2021. We also used the iReady assessment to screen students across four math domains: Algebra and Algebraic Thinking, Measurement and Data, Number and Operations, and Geometry. This data is used by teachers to differentiate small group instruction in math workshop. Number sense, which is indicated in the areas of Numbers & Operations and Algebra & Algebraic Thinking, is an area of weakness for Carmel. At the beginning of the year, 74% of K-5 students were one or more grade levels behind in Numbers & Operations and 73% for Algebra and Algebraic Thinking. According to the most recent Spring 2021 Spring iReady Diagnostic, 37% of K-5 students were one or more grade levels behind in Numbers and Operations, showing a 37% increase in student achievement and 34% of K-5 students were one or more grade levels behind in Algebra and Algebraic Thinking, showing a 39% increase in student achievement.
- In science, we utilize the Georgia Milestone Science Assessment in Grade 5. Our percentage proficient in SY2019 was 46% and decreased to 32% in SY2020. This data proves a weakness in academic and content vocabulary and analytical thinking.
- In social studies, we utilize the Title I Common Benchmark Assessment in SY2020 with our 5th grade students. The percentage of students not meeting standard expectations is 68%. This was due in part to scheduling issues as well as a lack of on-grade level resources for instruction.
- Lastly, in analyzing our ACCESS data, we know that we need to focus on EL students and in increasing the number of students who are scoring at Level 4 and above. In SY2020, the percentage of students scoring 4 (expanding) or above is 5% in Kindergarten, 9% in First Grade, 19% in Second Grade, 37% in Third Grade, 50% in Fourth Grade, 64% in Fifth Grade. We have used this data to prioritize our content areas, focusing first on Math and ELA, followed by Science and Social Studies.

Reading	Scholastic Next Step Guided Reading Assessment SY 2020-2021 <i>Percentage of Students On or Above Instructional Grade Level Expectations Based on Fountas and Pinnell Literacy</i>		
	Grade	Beginning of the Year	Middle of the Year
K	N/A	67.9%	64%
1	32.5%	65%	64%
2	47.8%	70%	76%
3	49.7%	68%	69%
4	43.5%	60%	62%
5	53.3%	59%	66%

Math	iReady Diagnostic Data SY 2020-2021 <i>Percentage of Students Above the 25th Percentile</i>		
	Grade	Beginning of the Year	Middle of the Year
K	78.2%	79.2%	79%
1	75%	73%	70%
2	75.5%	65%	71%
3	80.8%	87%	86%
4	70.2%	73.7%	75%
5	71.6%	70.5%	71%

EL Language	Access 2.0 January/February 2019, 2020, 2021 Percentage of Students at Each Level Based on Overall Scores																	
	Entering Level 1			Beginning Level 2			Developing Level 3			Expanding Level 4			Bridging Level 5			Reaching Level 6		
Grade	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
K	59%	47%	68%	18%	37%	5%	18%	11%	23%	5%	0%	5%	0%	5%	0%	0%	0%	0%
1	7%	17%	14%	55%	17%	23%	55%	57%	59%	17%	9%	5%	0%	0%	0%	0%	0%	0%
2	13%	15%	10%	38%	19%	19%	33%	46%	52%	17%	19%	19%	4%	0%	0%	0%	0%	0%
3	6%	13%	17%	56%	26%	4%	56%	35%	42%	11%	26%	33%	3%	0%	4%	0%	0%	0%
4	4%	5%	5%	30%	3%	23%	30%	43%	18%	52%	46%	50%	4%	3%	0%	0%	0%	5%
5	25%	0%	3%	58%	0%	3%	58%	62%	31%	17%	31%	56%	0%	8%	8%	0%	0%	0%

ELA	GA Milestones Spring 2018, 2019 and 2021***											
	Beginning Learner Percentage of students at Level 1			Developing Learner Percentage of students at Level 2			Proficient Learner Percentage of students at Level 3			Distinguished Learner Percentage of students at Level 4		
Grade	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021
3	28%	32%	18%	32%	26%	26%	28%	27%	38%	12%	15%	16%
4	15%	23%	19%	30%	34%	28%	37%	29%	36%	19%	14%	17%
5	18%	17%	25%	32%	31%	34%	37%	40%	38%	13%	12%	4%

Math	GA Milestones Spring 2018, 2019 and 2021***											
	Beginning Learner Percentage of students at Level 1			Developing Learner Percentage of students at Level 2			Proficient Learner Percentage of students at Level 3			Distinguished Learner Percentage of students at Level 4		
Grade	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021
3	12%	15%	7%	32%	24%	37%	40%	38%	38%	16%	23%	19%
4	5%	8%	19%	24%	34%	31%	43%	42%	31%	28%	16%	20%
5	21%	17%	28%	30%	25%	32%	35%	36%	24%	15%	22%	16%

Social Studies	Common Social Studies Benchmark Assessment Data SY 2020 - 2021 Percentage of Students Scoring in the Range							
	Expectations Not Met 0 - 50		Approaching Expectations 51 - 65		Meets Expectations 66 - 89		Exceeds Expectations 90 - 100	
Grade	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY
5	75%	68%	17%	23%	8%	9%	0%	0.7%

Science	Common Science Benchmark Assessment Data SY 2020 - 2021 Percentage of Students Scoring in the Range							
	Expectations Not Met 0 - 50		Approaching Expectations 51 - 65		Meets Expectations 66 - 89		Exceeds Expectations 90 - 100	
Grade	MOY	EOY	MOY	EOY	MOY	EOY	MOY	EOY
5	73%	32%	16%	26%	8.6%	32%	1%	9.6%

Science	GA Milestones Spring 2018, 2019 and 2021***											
	Beginning Learner Percentage of students at Level 1			Developing Learner Percentage of students at Level 2			Proficient Learner Percentage of students at Level 3			Distinguished Learner Percentage of students at Level 4		
Grade	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021	Spring 2018	Spring 2019	Spring 2021
5	23%	29%	34%	31%	25%	34%	31%	36%	25%	14%	10%	7%

Why are students not performing well in Math?	
Priority Order: 1	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Lack of Number Sense and understanding of the relationship between numbers.	Number Talks, professional development (accountable talk and CRA), peer observations
Lack of fluency and mastery of math facts.	School-wide initiative of fact-fluency rotation in math workshop; professional development, review time in labs, etc., providing literacy rich environment (number equations)
Lack of teacher accountability and data-driven instruction	Data Dig Professional Development Days
Lack of rigor and relevance within instruction	Implement 3-act tasks (Relevance), professional development, peer observations
Lack of spiral review of standards	Peer observations/model classrooms, review time in labs, etc.
SMART Goal: 3rd-5th grade students will decrease their percentage of level 1's and 2's on the Math Georgia Milestone by 3% by the year 2024. 3rd Grade will decrease from 44% to 41%. 4th Grade will decrease from 50% to 47%. 5th Grade will decrease from 60% to 57%.	

Why are students not performing well in ELA/Reading?	
Priority Order: 2	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Lack of explicit vocabulary instruction/exposure	Professional Development on explicit vocabulary instruction, realia, common schoolwide academic vocabulary, literacy rich environment
Lack of knowledge of word parts/phonics instruction	30-30-30 vocabulary lists (3 rd -5 th),
Lack of stamina in reading/writing	Continued/ongoing Professional Development
Lack of comprehension/understanding of a text	Professional Development on comprehension, review time in labs, Parent Engagement
Lack of explicit writing instruction	Professional Development, ELA Learning Walks, Parent Engagement
SMART Goal: 3rd-5th grade students will decrease their percentage of Level 1's and 2's on the ELA Georgia Milestone by 3% by the year 2024. 3rd Grade will decrease from 46% to 43%. 4th Grade will decrease from 48% to 45%. 5th Grade will decrease from 59% to 56%.	

Why are students not performing well in Science?	
Priority Order: 3	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Ineffective utilization of instructional time	Integrate into ELA/Math instruction & Specials classes, implement Active Lesson Learning Structure
Lack of content vocabulary knowledge and lack of academic vocabulary knowledge	Realia, hands on experiences, professional development, implementation of science word walls/vocabulary journals
Lack of rigorous and relevant hands-on activities	Professional Development, STEMScopes
SMART Goal: 5th grade students will decrease their percentage of level 1's and 2's on the Science Georgia Milestone by 3% by the year 2024, from 67% to 64%.	

Why are students not performing well in Social Studies?	
Priority Order: 4	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Lack of content vocabulary knowledge and lack of academic vocabulary knowledge	Realia, hands on experiences, professional development, implementation of science word walls/vocabulary journals
Inconsistent implementation of grade/age-appropriate social studies curriculum/resources	Utilize technology and current resources, professional development in how to use/incorporate resources
Limited instructional time on content	Integrate into ELA/Math instruction & Specials classes, implement Active Lesson Learning Structure
SMART Goal: 5th grade students will decrease their percentage of students in Level 1's and 2's on the Social Studies Title I CBA by 3% by the year 2024, from 90% to 87%.	

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:

- a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards;
- b). use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 1: Math					
3rd-5th grade students will decrease their percentage of level 1's and 2's on the Math Georgia Milestone by 3% by the year 2024. 3rd Grade will decrease from 44% to 41%. 4th Grade will decrease from 50% to 47%. 5th Grade will decrease from 60% to 57%.					
Evidence-based Action Steps:					
--Coaching on effective feedback					
--Learning walks by ILS/AF/administration to ensure fidelity of implementation of small group differentiated instruction within workshop model					
--Coaching by ILS/AF on teacher clarity and expectation of utilization with students					
--Peer observations to ensure best practices and provide feedback					
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction Teachers (feedback, small group, and teacher clarity)	LMR	SY 2021-2022	Teacher Schedule Class Rosters Lesson Plans	Classroom Teachers, ILS/AF, administrators	
Part-Time Title I Remedial Support: Teachers and Para (feedback, small group, and teacher clarity)	LMR	SY 2021-2022	Teacher Schedule Class Rosters Lesson Plans	Classroom Teachers, ILS/AF, administrators	
Instructional Materials (white boards; markers; anchor charts; post its; cardstock; index cards; composition notebooks; 3 prong folders; student bins, word wall folders; desktop pocket charts; learning games, math manipulatives; number charts; measurement tools; math fact flashcards; digital scales; fraction strips (magnetic and non) unifix cubes; geometric shapes/tangrams)	N/A	SY 2021-2022	Lesson Plans, Purchase Orders,	Classroom Teachers, Bookkeeper, administration	

Goal 1: Math

3rd-5th grade students will decrease their percentage of Level 1's and 2's on the Math Georgia Milestones by 3% by the year 2024. 3rd Grade will decrease from 44% to 41%. 4th Grade will decrease from 50% to 47%. 5th Grade will decrease from 60% to 57%.

Professional Development: What professional development will be implemented?

Intervention/Strategy/Action	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Supplies (markers, anchor chart paper, scissors, post-it notes, pencils, pens)	N/A	SY2021-2022	AF/ILS Administration	
Academic Facilitator (AF): provide quality professional development, including coaching cycles and modeled instruction	LMR	SY2021-2022	AF/Administration	

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:

- a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards;
- b). use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2: ELA					
3rd-5th grade students will decrease their percentage of Level 1 and 2’s on the ELA Georgia Milestone by 3% by the year 2024. 3rd Grade will decrease from 46% to 43%. 4th Grade will decrease from 48% to 45%. 5th Grade will decrease from 59% to 56%.					
Evidence-based Action Steps:					
--Coaching on effective feedback					
--Learning walks by ILS/AF/administration to ensure fidelity of implementation of small group differentiated instruction within workshop model					
--Coaching by ILS/AF on teacher clarity and expectation of utilization with students					
--Peer observations to ensure best practices and provide feedback					
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction Teachers (feedback, small group, and teacher clarity)	LMR	SY 2021-2022	Teacher Schedule Class Rosters Lesson Plans	Classroom Teachers, ILS/AF, administrators	
Part-Time Title I Remedial Support: Teachers and Para (feedback, small group, and teacher clarity)	LMR	SY 2021-2022	Teacher Schedule Class Rosters Lesson Plans	Classroom Teachers, ILS/AF, administrators	
Instructional Materials (white boards; markers; anchor charts; post its; reading trackers; marvelous tape; cardstock; index cards; reading bins; ABC magnets; magnetic boards; composition notebooks; 3 prong folders; comprehension cubes; close reading materials; comprehension clips; Guided reading question wands; missing vowel sticks; read-to-self phones; reading pointers; word wall folders; phonics card sets; magnetic alpha trays; comprehension cards; learning games; rock crayons – to help with developing appropriate pencil gripping skills in K-1 grades)	N/A	SY2021-2022	Lesson Plans, Purchase Orders,	Classroom Teachers, Bookkeeper, administration	

Goal 2: ELA

3rd-5th grade students will decrease their percentage of Level 1's and 2's on the ELA Georgia Milestone by 3% by the year 2024. 3rd Grade will decrease from 46% to 43%. 4th Grade will decrease from 48% to 45%. 5th Grade will decrease from 59% to 56%.

Professional Development: What professional development will be implemented?

Intervention/Strategy/Action	Rationale/Article <small>(If article indicate strong, moderate or promising and include link.)</small>	Timeline	Person(s) Responsible	Progress
Supplies (markers, anchor chart paper, scissors, post-it notes, pencils, pens)	N/A	SY2021-2022	AF/ILS Administration	
Comprehensive Data Day (utilizing data to inform instruction and provide an opportunity for goal setting and instructional planning).	LMR	SY 2021-2022	ILS/AF Classroom Teachers Administration	
Academic Facilitator (AF): provide quality professional development, including coaching cycles and modeled instruction	LMR	SY2021-2022	AF/Administration	

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:**
- a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards;
 - b). use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 3: Science 5th grade students will decrease their percentage of Level 1’s and 2’s on the Science Georgia Milestone by 3% by the year 2024, from 67% to 64%.					
Evidence-based Action Steps:					
<ul style="list-style-type: none"> --Coaching on effective vocabulary instruction and hands-on learning --Learning walks by ILS/AF/administration to ensure fidelity within science instructional block --Coaching by ILS/AF on teacher clarity and expectation of utilization with students --Peer observations to ensure best practices and provide feedback 					
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction Teachers (best practices in vocabulary development, focus on feedback)	LMR	SY2021-2022	Lesson Plans, Class rosters	Classroom teachers, ILS/AF, Administrators	
Instructional Materials (white boards; markers; anchor charts; post its; marvelous tape; cardstock; index cards; composition notebooks; 3 prong folders; pencils; word wall folders; measuring tapes; microscopes; digital scales; aluminum foil; heat lamps; post-its; consumable supplies for experiments/ STEM materials; STEMScopes Consumables; paint; glue; gears; simple machines; realia; clay; popsicle sticks; sand; pebbles; play doh; candy thermometer; measuring cups; magnets; prisms; hydrogen peroxide; yeast; baking soda; vinegar; straws; qtips; candles/wax; hot plate; dot stickers; sugar cubes; string; immersion thermometer; cling wrap; balloons; rocks; food coloring; dish detergent; sugar cubes; salt; tissue paper; batteries; copper wire; brass fasteners;	N/A	SY2021-2022	Lesson plans; Purchase orders	Classroom teacher, bookkeeper	

rubber bands; push pins; marbles; electrical tape; dc motor; mirrors, learning games, circuits)					
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Goal 3: Science
5th grade students will decrease their percentage of Level 1's and 2's on the Science Georgia Milestone by 3% by the year 2024, from 67% to 64%.

Professional Development: What professional development will be implemented?

Intervention/Strategy/Action	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Academic Facilitator (AF): provide quality professional development, including coaching cycles and modeled instruction	LMR	SY2021-2022	AF/Administration	

Schoolwide Reform Strategies: Section 1114(b)(7)(A)(i-iii)(I-V)

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- a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards;
- b). use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 4: Social Studies:					
5th grade students will decrease their percentage of students in Level 1's and 2's on the Social Studies Title I CBA by 3% by the year 2024, from 90% to 87%.					
Evidence-based Action Steps:					
--Learning walks by ILS/AF/administration to ensure fidelity of instructional time within the social studies block					
--Coaching by ILS/AF on teacher clarity and expectation of utilization with students					
--Peer observations to ensure best practices and provide feedback					
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction Teachers (best practices in vocabulary development, focus on feedback)	LMR	SY2021-2022	Lesson Plans, Class rosters	Classroom teachers, ILS/AF, Administrators	
Instructional Materials (white boards; markers; anchor charts; post its; cardstock; index cards; composition notebooks; 3 prong folders; word wall folders; consumable supplies for performance-based learning tasks; paint; glue; realia, learning games)	LMR	SY2021-2022	Lesson Plans, Class rosters	Classroom teachers, ILS/AF, Administrators	

Goal 4: Social Studies
5th grade students will decrease their percentage of students in Level 1's and 2's on the Social Studies Title I CBA by 3% by the year 2024, from 90% to 87%.

Professional Development: What professional development will be implemented?

Intervention/Strategy/Action	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Academic Facilitator (AF): provide quality professional development, including coaching cycles and modeled instruction	LMR	SY2021-2022	AF/Administration	

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:
- a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards;
 - b). use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Supplemental Supports: What supplemental action steps will be implemented for these student groups?	
Economically Disadvantage:	Foster and Homeless
SIOP; RTI Interventions	Collaborate with the Zone Social Worker and counselor to provide adequate educational access; SIOP
English Learners	Migrant
SIOP; RTI Interventions; WIDA Can-Do Descriptors; vocabulary support; use of realia; Lexia English (2-3.9 Access)	Integration of WIDA standards; ESOL endorsed teachers; vocabulary support; use of realia; district provided tutoring
Race/Ethnicity/Minority	Students with Disabilities
Culturally relevant text; High-interest; hands-on activities; use of realia; SIOP; RTI Interventions	Co-teaching model; Supportive Instruction; Scaffolding Instruction; preview vocabulary; use of realia, differentiation in classrooms during regularly scheduled day based on IEP goals; Mind Play; Do the Math

Technology to Support the Curriculum

Evidence-based Implementation Plan of Action

Software to assist teachers in developing and implementing lessons in content areas.

Technology will be used to support blended learning initiatives. Increase number of devices to provide equity across student populations.

Intervention/Strategy/Practice	Support of Goal(s)- specify number	Timeline	Person(s) Responsible	Progress
STEMScopes Digital Licenses: to promote student engagement and the integration of Science and ELA standards in order to increase student achievement in grades 3-5.	3	SY2021-2022	ILS/AF/administration	
40 Headphones with Microphones: to support speaking and listening skills, along with blended learning initiatives.	1,2,3,4	SY2021-2022	Classroom teachers/blended learning lab teacher	
133 Chromebooks with etching; 4 charging carts: to provide equity in access to blended learning initiatives.	1,2,3,4,	SY2021-2022	Admin; ILS/AF; ITS; Classroom Teachers; Bookkeeper	

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

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement 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.

Parents are notified of the Parent and Family Engagement Plan in multiple ways, in an understandable format and to the extent practicable, provided in a language parents can understand. The school meets annually in the spring to jointly revise the Parent and Family Engagement Plan with all stakeholders. Additionally, feedback from parent trainings, the annual revision meeting and spring survey are used to revise capacity building meetings each year for staff and parents.

Parent and Family Engagement Program				
Evidence-based Implementation Plan of Action				
Use the spring survey results and stakeholder feedback garnered from the spring revision meetings to develop and carry out a plan for building capacity for families and staff with a focus on improving academic achievement.				
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Parent Engagement Facilitator (PEF) (to cultivate home to school interactions)	LMR	SY2021-2022	PEF, administration	
Supplies for the parent resource room (math games)	N/a	SY2021-2022	PEF, administration	
Supplies for Parent Engagement Communication (ink; paper; cardstock)	n/a	SY2021-2022	PEF, administration	
Supplies for Parent Engagement Events/Communication (math manipulatives; science materials; STEM consumables; baggies; cardstock; math cards; cups; toothpicks; straws; dice; Lexile leveled books)	N/a	SY2021-2022	PEF, administration	

Parent and Family Engagement Program Required Meetings			
Building Staff Capacity			
Date	Name	Topic Requirements	Materials Needed
July 26, 2021	Title I and Carmel Culture	School Culture	Anchor Charts, Markers, Sticky Notes, Markers, Pens
August 16, 2021	From Communication to Engagement—Revamping Parent Classroom Communication	Parent communication & Engagement	Anchor Charts, Markers, Sticky Notes, Markers, Pens
January 18, 2022	Virtual —Building Relationships between Parents & Teachers: Megan Olivia Hall at TEDx	Parent engagement and family relationships School Culture	N/A
February 17, 2022	Parent & Teacher Q&A Panel	Parent communication & Engagement	Anchor Charts, Markers, Sticky Notes, Markers, Pens
Building Parent and Family Capacity			
Date	Name	Topic Requirements	Materials Needed
October 6-14, 2021	Reading Festival	Literacy & Vocabulary	Leveled Books, dice, notepads, paper, pencil, beach ball, markers, sticky notes
November 15, 2021	Math Week	Number Sense Development, Fact Fluency	Cardstock, number sense manipulatives, dice, markers, sticky notes, pens, pencils
March 31, 2022	STEM Night	Science, technology, engineering, mathematics	Science manipulatives, math manipulatives, engineering tools
January 20, 2022	GA Milestones & Standardized Based Report Cards for K-3	Literacy, internet safety,	Books, journals, Ziploc bags, pencils, pens, sticky notes, paper, markers

Other Required Compliance Meetings			
Date	Name	Topic Requirements	Supplies
September 9, 2021	Annual Title I Meeting	Introduction to Title I, Parent Rights	Anchor Charts, Markers, Sticky Notes, Markers, Pens
April 12, 2022	Revision Meeting Families	Jointly Developed	Anchor Charts, Markers, Sticky Notes, Markers, Pens
April 21, 2022	Revision Meeting Staff	Jointly Developed	Anchor Charts, Markers, Sticky Notes, Markers, Pens
April 15, 2022	Revision Meeting Students	Jointly Developed	Anchor Charts, Markers, Sticky Notes, Markers, Pens

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 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;

- Supplemental programs that help provide our students with a well-rounded education include two full-time counselors on staff who implement the *Bucket Filler Program* and the Check in/Check out Program. Supplemental activities include Ladies Lunch and Men's Lunch, where adults meet with students to guide them in positive social interactions with peers. In addition, a newcomer's breakfast, welcome bags, and student tours by student ambassadors are provided to new students to help them get acclimated and feel welcome. The special education department pairs regular education student buddies with students with special needs through a Friendship club. Students can participate in Science Olympiad, Student Council, Technology Club, Academic Bowl, Running Club, Reading Bowl, 4H, and Yearbook. All grade levels participate in a Learn and Serve project throughout the year. Each classroom conducts a daily morning meeting and school-wide character education words are emphasized weekly. Students serve as peer tutors to fellow students before school and throughout the school day. Carmel's ASP program provides students with a variety of learning experiences. Students rotate through activities including Computer Lab, Gym/playground time, Homework, Game Time, and Media Center

Students can also participate in, at an added expense:

- Chess Club, Hip Hop Dance, Spanish, Chorus, Art, Cheerleading, Soccer, Guitar Club, Basketball, and Running
- Due to Covid-19, additional clubs will not be meeting until restrictions are lifted by the school district.
- Mentors, a social worker, school counselors, the administrative team and local business partners support our students with non-academic concerns. We all work together to assist students and their families in any way needed.
- We are a National School of Character that focuses on Respect, Responsibility, Honesty and Safety. We implement positive behavior strategies daily, based on PBIS.
- Students who qualify for the gifted program participate in AIM. Other students experience enrichment through small reading and math groups.

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;

- School counselors work with students, educators, parents, and community members to promote academic, personal, and social needs of our students. Counselors also conduct guidance lessons on different topics in the classroom. Career Awareness is provided to 1st-5th grade by counselors; Kindergarten teachers teach a unit on community helpers.
- Individual counseling is available for students to discuss personal concerns as needed. Small group counseling is offered to address common concerns for select groups of students. Also, school counselors may provide brief consultations with parents. Our Welcome Bags Program, Ambassador Program, New Student breakfast, and RTI are facilitated by the RTI chair.

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.);

- We currently assist students through special education, 504s, ESOL, RTI, and EIP. In RTI, we address both academic and behavioral needs using a 3-tiered model. Students identified with behavior issues receive Tier 2 interventions from the classroom teacher. If behaviors progress, students receive Tier 3 interventions; if unsuccessful at Tier 3, a functional behavior analysis will take place and appropriate recommendations will be implemented. In some cases, a BIP will be put in place. Positive behavior and restorative practices are implemented. Students with behavioral concerns are afforded additional opportunities at Carmel such as Ladies' Lunch, Men's Lunch, counseling groups, and mentors.

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;

- Based on the CNA, school personnel are provided with professional development opportunities in order to improve instruction and use data for student achievement. Teachers participate in PLCs, weekly team collaboration, and faculty meetings. After being recruited, new teachers to Carmel are assigned a mentor to support them throughout the year. The ILS and AF provide in-house professional development and coaching based upon need. Other professional development opportunities are provided outside of the district in order to provide teachers with the most current research on best practices.

v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

- We inform local daycares of our Kindergarten registration process. In the spring, we have a Meet and Greet for Pre-K parents and students to familiarize them with the school and teachers to ensure a smooth transition to Kindergarten. We offer tours throughout the year to any pre-K families. At the beginning of each year, Kindergarten teachers make a personal phone call to their students welcoming them and introducing themselves.

Evaluation of the Schoolwide Plan—34 CFR § 200.26

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

- Progress is monitored at the middle and end of the year and denoted in the SWP and through the End of the Year Evaluation.

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.

- The End of the Year Title I Evaluation is the process by which the schoolwide program is used to determine the effectiveness of the Schoolwide Plan in increasing the achievement of students in meeting the challenging state academic standards.

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

- Edits are made periodically throughout the year to SWP as it is determined that data supports changes. At the end of the year, the most current data is reviewed through the End of the Year Evaluation process and the SWP is revised for the upcoming school year. Additionally, action steps and best practices are updated for the coming school year to ensure that students, particularly those most at-risk, can meet the challenging State academic standards.