

2022-2023

School Improvement Plan  
Elephant's Fork Elementary



**STUDENT ACHIEVEMENT & INSTRUCTION-English**

*Link to Student Achievement & Instruction Fishbone Diagram*

**Problem Statement: Students in 3rd and 4th grade have become less proficient in English based on the data from 2018-2019 to 2021-2022, while 5th grade students stayed the same. \* (Last year's group of 3rd graders went from 48% pass rate in reading to 65% pass rate as 4th graders; Last year's group of 4th graders went from 53% pass rate in reading to 69% pass rate as 5th graders )**

*Link to Student Achievement & Instruction Driver Diagram*

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By May 2023, 3rd-5th grade students will increase their fiction and non fiction comprehension skills by 10% as measured by the Spring SOL assessment.**

| <p><b>Change Idea</b><br/><i>(strategies to be implemented)</i></p>                                   | <p><b>Person(s) Responsible for Implementation &amp; Monitoring</b></p> | <p><b>Source of Data for Progress Monitoring</b><br/><i>(what will be used to determine the effectiveness of the change)</i></p>  | <p><b>Measures</b><br/><i>(how will we know if the change idea is being implemented and having an impact)</i></p> | <p><b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b></p> | <p><b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i></p>  |
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| <p>Students will participate in word study activities/routine daily to build reading proficiency.</p> | <p>Teachers<br/>Academic Coach<br/>Title 1 Teachers</p>                 | <p>Word Study Assessments Every Two Weeks beginning November 14th</p> <p>Quarterly Spelling Inventory</p> <p>iReady Reports 3x Per Year</p> <p>iReady Mastery Assessments Every Nine Weeks beginning 1st Nine Weeks</p> | <p>Mastery Connect Assessments</p> <p>iReady Diagnostic</p> <p>SOL Growth Assessment</p> <p>PALS (K-3)</p>        |   | <p>Word Sorts and More (2nd Edition)</p> <p>Mindful of Words (2nd edition)</p> <p>Notebooks for students<br/>Copy of Sorts-Storage for sorts<br/>Book Room Organization<br/>Materials and Pop-Up Book Cart</p> <p>VSLA Conference</p> <p>Classroom Instructional Materials to support Literacy</p> |

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|  |  | Mastery Connect Assessments<br>Every Nine Weeks<br>beginning 1st Nine Weeks |  |  |  |
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**What This Will Look Like**

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| *Create a weekly Word Study Routine or menu with each grade level<br><br>*Students will keep a word study notebook to practice their work and document their growth. | School Administration<br>Academic Coach<br>Teachers<br>Title 1 Teachers | Lesson Plans- Activity included in extend section of plans or routine/menu linked on weekly lesson plan.<br>Once a month beginning November 7th<br><br>Observations<br>Daily beginning November 7th | Data will be reviewed monthly/quarterly during data PLC meetings. |  |  |
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**Monthly Team Agenda/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 11, 2022-** Meeting to go over PLC and Data meeting expectations. Reviewed some data from 2021-2022 School Year.  
**August 24, 2022-** Meeting to review data pertained to SPP and begin adjusting aims, goals, causal analysis and driver diagram. Sign In Sheet  
**September 14, 2022-** Meeting to continue developing SPP goals/change ideas. Sign In Sheet  
**September 21, 2022-** Leadership met and worked in groups to further develop goals and change ideas. Sign In Sheet  
**September 28, 2022-** Leadership met and worked in groups to analyze data collected for causal analysis (fishbone diagrams for each SPP goal) and to review the final plan. Sign In Sheet

**Title I School-Wide Component:**  
***Schoolwide 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 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.

## *STUDENT ACHIEVEMENT & INSTRUCTION-Math*

*Link to Student Achievement & Instruction Fishbone Diagram*

**Problem Statement:** According to the 2021-2022 Math SOL, students with disabilities across all grade levels are performing less proficient than their general education peers.

*Link to Student Achievement & Instruction Driver Diagram*

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By Spring 2023, K-5 SpEd students will demonstrate an increase in math proficiency as measured by a 10% increase on the Math SOL from the Fall (Growth Assessment) to Spring (SOL).**

| <b>Change Idea</b><br><i>(strategies to be implemented)</i>  | <b>Person(s) Responsible for Implementation &amp; Monitoring</b> | <b>Source of Data for Progress Monitoring</b><br><i>(what will be used to determine the effectiveness of the change)</i>   | <b>Measures</b><br><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>  |
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| <p>*Implement consistent use of Fact Fluency Resources in all grade levels, K-5, including High Yield Routines.</p> <p>*Continued and consistent use of the CRA model in all grade levels.</p> | <p>School Administrators<br/>Teachers</p>                        | <p>District Mastery Connect Assessments<br/>Every Nine Weeks beginning 1st Nine Weeks</p> <p>Kindergarten Math Pink Book Assessments<br/>Every Nine Weeks beginning 1st Nine Weeks</p> | <p>School Administrators will review lesson plans and conduct classroom observations to ensure the Fact Fluency Kits are being used regularly (engage portions). K and 5th grade will use daily reviews and/or district High Yield Routines.</p> <p>District Mastery Connect Assessments will be used to gauge whether there is an increase in student achievement as students become fluent.</p> |  | <p>Fluency Kits for Grade 5<br/>Fluency Resources for Grade K<br/>Classroom Instructional Materials to support Math Instruction</p> |

### What This Will Look Like

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| <p><b>Weekly Schedule SET A:</b><br/> <b>Monday:</b> 3-Act Math Task<br/> <b>Tuesday:</b> Image Talk<br/> <b>Wednesday:</b> Tool Talk<br/> <b>Thursday:</b> Number Talk<br/> <b>Friday:</b> Contextualized Practice Problem</p> <p>*Introduce Core Game to use throughout the week*</p>  | <p>School Administration<br/> Teachers</p>                     |   | <p>School Administrators will review lesson plans and conduct classroom observations</p> <p>District Mastery Connect Assessments will be used to gauge whether there is an increase in student achievement as students become fluent.</p> |  |  |
| <p><b>Weekly Schedule SET B:</b><br/> <b>Monday:</b> Image Talk<br/> <b>Tuesday:</b> Tool Talk<br/> <b>Wednesday:</b> Number Talk<br/> <b>Thursday:</b> Contextualized Practice Problem<br/> <b>Friday:</b> Optional Routine</p> <p>*Introduce Core Game to use throughout the week*</p> | <p>School Administration<br/> Teachers</p>                     |   | <p>School Administrators will review lesson plans and conduct classroom observations</p> <p>District Mastery Connect Assessments will be used to gauge whether there is an increase in student achievement as students become fluent.</p> |  |  |
| <p>*Implement small group rotations with fidelity and consistency</p> <p>*Establish guidelines for co-teaching, roles and responsibilities, and co-planning.</p>   | <p>School Administration<br/> Teachers<br/> Academic Coach</p> | <p>Lesson Plans- Small group plans included or linked to weekly plans<br/> Monthly beginning October 24th</p> <p>Observations - Weekly beginning September 26th</p> | <p>School Administrators will review lesson plans and conduct classroom observations</p> <p>District Mastery Connect Assessments will be used to gauge whether there is an increase in student achievement as students become fluent.</p> |  |  |

**Monthly Team Agenda/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 11, 2022-** Meeting to go over PLC and Data meeting expectations. Reviewed some data from 2021-2022 School Year.

**August 24, 2022-** Meeting to review data pertained to SPP and begin adjusting aims, goals, causal analysis and driver diagram. Sign In Sheet

**September 14, 2022-** Meeting to continue developing SPP goals/change ideas. Sign In Sheet

**September 20, 2022 -** Inclusion meeting to establish roles and responsibilities, collaborate and develop expectations, identify effective co-teaching and co-planning strategies, and establish dates and times for collaborative planning.

**September 21, 2022-** Leadership met and worked in groups to further develop goals and change ideas. Sign In Sheet

**September 28, 2022-** Leadership met and worked in groups to analyze data collected for causal analysis (fishbone diagrams for each SPP goal). Sign In Sheet

**Title I School-Wide Component:**

*Schoolwide 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 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 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**

*Link to Student Achievement & Instruction Fishbone Diagram*

**Problem Statement:** Students in 5th grade are performing below grade level expectations in science.

*Link to Student Achievement & Instruction Driver Diagram*

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By Spring 2023, 5th grade students will increase their science application skills by at least 15% as measured by the spring SOL assessment.**

| <b>Change Idea</b><br><i>(strategies to be implemented)</i>   | <b>Person(s) Responsible for Implementation &amp; Monitoring</b> | <b>Source of Data for Progress Monitoring</b><br><i>(what will be used to determine the effectiveness of the change)</i>                        | <b>Measures</b><br><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> |
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| 5th Grade Teachers will plan with the District Coordinator of Science, Supervisor of Science and Academic Coach to ensure alignment of lessons and activities to the science standards, to include an increase of rigor, hands on and real life experiences for our students. | School Administrators<br>5th Grade Teachers<br>Academic Coach    | District Mastery Connect Assessments- Every Nine Weeks beginning September<br><br>District PBA Assessments-Every Nine Weeks beginning September | School Administrators will review lesson plans and conduct classroom observations.<br><br>District Mastery Connect Assessments will be used to gauge whether there is an increase in student achievement.<br><br>PBA samples will be used to identify increases in science application skills |  |  |

**What This Will Look Like**

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| <p>*Hands on Experiments and STEM</p> <p>*4th Grade and 5th grade teachers will collaborate to create review game rotations quarterly.</p> <p>*Students will have a problem of the day (alternate with math) to constantly review science skills</p> <p>Author Visit- Diana Perry</p> | <p>School Administration Teachers (4th and 5th grade) Academic Coach</p> | <p>District Mastery Connect Assessments-Every Nine Weeks beginning September</p> <p>District PBA Assessments-Every Nine Weeks beginning September</p> | <p>School Administrators will review lesson plans and conduct classroom observations.</p> <p>District Mastery Connect Assessments will be used to gauge whether there is an increase in student achievement.</p> <p>PBA samples will be used to identify increases in science application skills</p> |  |  |
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**Monthly Team Agenda/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 11, 2022-** Meeting to go over PLC and Data meeting expectations. Reviewed some data from 2021-2022 School Year.

**August 24, 2022-** Meeting to review data pertained to SPP and begin adjusting aims, goals, causal analysis and driver diagram. Sign In Sheet

**September 14, 2022-** Meeting to continue developing SPP goals/change ideas. Sign In Sheet

**September 21, 2022-** Leadership met and worked in groups to further develop goals and change ideas. Sign In Sheet

**September 28, 2022-** Leadership met and worked in groups to analyze data collected for causal analysis (fishbone diagrams for each SPP goal). Sign In Sheet

**Title I School-Wide Component:**

*Schoolwide 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 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:*** *African American students are receiving more classroom referrals compared to other students at EFE.*

***Data from the SPS Coordinator of Student Services (R. Boone):*** *There is a disproportionate number of black male students being sent to administrative hearings [i.e., 19-20 SY there were 192 hearings, and of those hearings 27 were white (14%), 164 were black (85%) (56% black males) and 1 was other (0%)].*

*Link to School Safety Driver Diagram*

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By Spring 2023, there will be a decrease of the percent of African American Males who receive referrals by 20% by creating positive school experiences and relationships with them.**

| <b>Change Idea</b><br><i>(strategies to be implemented)</i> | <b>Person(s) Responsible for Implementation &amp; Monitoring</b> | <b>Source of Data for Progress Monitoring</b><br><i>(what will be used to determine the effectiveness of the change)</i> | <b>Measures</b><br><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> |
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| <p>Tier 1 PBIS Supports in Place (Students Caught Being Good)</p> <p>Tier 2 PBIS Supports in Place for students that qualify</p> | <p>School Administrators<br/>PBIS Tier 1 Team<br/>PBIS Tier 2 Team<br/>Teachers<br/>Teachers/Mentors<br/>Back on Track Monitor</p> | <p>Classroom Observations - Weekly beginning September<br/>Classroom Interventions</p> <p>Tier 1 Recognition (Caught Being Good) CBG form used Daily beginning October</p> <p>Tier 2 CICO Daily Progress Reports- Twice a month at PBIS Meetings</p> <p>Back on Track Restorative Practices - As needed beginning in September</p> | <p>School Administrators will conduct classroom observations</p> <p>Pre-Referral Sheet</p> <p>Review CBG data at monthly Tier 1 meeting</p> <p>Review discipline data monthly at Tier 1 &amp; 2 meetings</p> <p>Mentors for Tier 2 students will complete check-in forms for students.</p> <p>Reflection Sheets</p> |  |  |
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**What This Will Look Like**

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| Zones of Regulation  | School Administrators | Classroom  | School Administrators  |  |  |
| Check in/Check Out   | PBIS Tier 1 Team      | Observations-Weekly  | will classroom   |  |  |
| Restorative/Intentional Circles  | PBIS Tier 2 Team      | beginning September  | observations   |  |  |
| Extracurricular Clubs (Ladies of Distinction, Becoming a Man, Girls on the Run, SCA) | Teachers              | Classroom Interventions  | Pre-Referral Sheet   |  |  |
| Pre-Referral Forms   | Teachers/Mentors      | Tier 1 Recognition (Caught Being Good) CBG form used Daily beginning October | Review CBG data at monthly Tier 1 meeting                              |  |  |
| Riding Referral Free Lunchroom Cups  | Back on Track Monitor | Tier 2 CICO Daily Progress Reports Twice a month at PBIS Meetings            | Review discipline data monthly at Tier 1 & 2 meetings                  |  |  |
| Structured Recess  |                       | Back on Track Restorative Practices As needed beginning in September         | Mentors for Tier 2 students will complete check-in forms for students. |  |  |
|  |                       |  | Reflection Sheets  |  |  |

**Monthly Team Agenda/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 training for all staff**  
**September: PBIS Tier 1 Meeting, PBIS Tier 2 Meeting**  
**September 14, 2022- Meeting to continue developing SPP goals/change ideas. Sign In Sheet**  
**September 21, 2022- Leadership met and worked in groups to further develop goals and change ideas. Sign In Sheet**  
**September 28, 2022- Leadership met and worked in groups to analyze data collected for causal analysis (fishbone diagrams for each SPP goal). Sign In Sheet**  
**October 6, 2022 -Tier 1 Meeting**

**Title I School-Wide Component:**  
***Schoolwide Component 1: Comprehensive Needs Assessment***

***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 & Student Perception Survey

*Link to School Climate & Culture Fishbone Diagram*

**Problem Statement:** Based on the 2022 Climate Survey, teachers (43%) and students (59%) have a low morale about coming to school.

### Driver Diagram

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By March 2023, student and staff morale will increase on the climate survey by 10%.**

| Change Idea<br><i>(strategies to be implemented)</i>               | Person(s) Responsible for<br><b>Implementation &amp; Monitoring</b> | <b>Source of Data for Progress Monitoring</b><br><i>(what will be used to determine the effectiveness of the change)</i> | <b>Measures</b><br><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> |
|--|---|--|---|--|--|
| <b>Staff</b><br>Positive notes to boost staff morale               | School Administration   | Staff Survey- Twice a year, January (In-House) and May (SPS Survey)  | Staff will complete a Climate Survey at the end of January.   |  |  |
| <b>Implementation of PTA</b> to further support staff and students | PTA<br>School Administration  | Input Survey<br>Two Times a year, October and February   | PTA will ask teachers for input for what they need  |  |  |
|  | School Administration<br>Teachers                                   | Student Survey Twice a year, January (In-House) and May (SPS Survey)   | Students will complete a Student Survey at the end of January.  |  |  |

**Monthly Team Agenda/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 14, 2022-** Meeting to continue developing SPP goals/change ideas. **Sign In Sheet**

**September 21, 2022-** Leadership met and worked in groups to further develop goals and change ideas. **Sign In Sheet**

**September 28, 2022-** Leadership met and worked in groups to analyze data collected for causal analysis (fishbone diagrams for each SPP goal). **Sign In Sheet**

**Title I School-Wide Component:**

**Schoolwide Plan Component 1:** Comprehensive Needs Assessment

## *SCHOOL CLIMATE & CULTURE-ATTENDANCE*

*Link to Attendance Fishbone Diagram*

**Problem Statement:** *There has been an increase in the amount of absences.*

**Link to Attendance Driver Diagram**

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By June 2023, the amount of absences of students will decrease by 10% as shown by the chronic absenteeism report.**

| <b>Change Idea</b><br><i>(strategies to be implemented)</i> | <b>Person(s) Responsible for Implementation &amp; Monitoring</b> | <b>Source of Data for Progress Monitoring</b><br><i>(what will be used to determine the effectiveness of the change)</i> | <b>Measures</b><br><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> |
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| <p>Increase proactive forms of communication to include home visits at a predetermined number of absences.</p> <p>Teachers will have pre-made notes to send to parents when students return from being absent</p> | <p>Administrative Assistant<br/>Administrator<br/>School Counselor<br/>Social Worker</p> | <p>Chronic Absenteeism Report - Weekly Report beginning October 3rd</p> | <p>Chronic Absenteeism Report</p> |  |  |
|---|--|---|-----------------------------------|--|--|

**Monthly Team Agenda/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 11, 2022-** Meeting to go over PLC and Data meeting expectations. Reviewed some data from 2021-2022 School Year.

**August 24, 2022-** Meeting to review data pertained to SPP and begin adjusting aims, goals, causal analysis and driver diagram. Sign In Sheet

**September 14, 2022-** Meeting to continue developing SPP goals/change ideas. Sign In Sheet

**September 21, 2022-** Leadership met and worked in groups to further develop goals and change ideas. Sign In Sheet

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**Title I School-wide Component:**

***Schoolwide Plan Component 1: Comprehensive Needs Assessment***

## *COMMUNITY ENGAGEMENT & COMMUNICATION-Family Engagement*

*Link to Family & Community Engagement Fishbone Diagram*

*Problem Statement: Family engagement is low at EFES.*

*Link to School Climate & Culture Driver Diagram*

**Measurable Aim** *(what will be improved, by how much, by when, and for what/whom):* **By June 2023, family engagement will improve by an increase of at least 25% at monthly PTA events.**

| <b>Change Idea</b><br><i>(strategies to be implemented)</i>          | <b>Person(s) Responsible for Implementation &amp; Monitoring</b> | <b>Source of Data for Progress Monitoring</b><br><i>(what will be used to determine the effectiveness of the change)</i> | <b>Measures</b><br><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><br><i>(if applicable)</i>          |
|--|--|--|---|--|--|
| Letter will be sent out sharing school news and dates for PTA events | Administration<br>Title I  | Parent Surveys<br>October and May  | Collaboration with PTA  |  | Scholastic Books for Wax<br>Museum Event<br><br>Family Engagement<br>Materials |
|  | Administration<br>Title I  | Climate survey (parent<br>response) - May  | Analyzing the data with<br>PTA Board  |  |  |
|  | Title 1  | Attendance at PTA<br>Events-September,<br>October, November,<br>December, February,<br>March, April, May                 | Increase at PTA Events  |  |  |

**Monthly Team Agenda/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):*

**PTA Organization/Structure**

**September 14, 2022- Meeting to continue developing SPP goals/change ideas. Sign In Sheet**

**PTA Meeting Agenda/Minutes September 20, 2022**

**September 21, 2022- Leadership met and worked in groups to further develop goals and change ideas. Sign In Sheet**

**September 28, 2022- Leadership met and worked in groups to analyze data collected for causal analysis (fishbone diagrams for each SPP goal). Sign In Sheet**

**Title I School-wide Component:**

***Schoolwide Plan Component 1: Comprehensive Needs Assessment***