

2022-2023

School Improvement Plan
Kilby Shores Elementary
School



STUDENT ACHIEVEMENT & INSTRUCTION-Math (3-5)

Math Fishbone Diagram

Problem Statement: *Black students in grades 3-5 are less proficient in the area of math.*

Math Driver

Measurable Aims:

By June 2023, math proficiency of black students in grades 3-5 will increase by at least 10 percentage points, as measured by the math SOL pass rate. (2021-2022 SOL - Unadjusted pass rate 57% ~ Adjusted pass rate 81%)

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 (if applicable)
Implement and visually track for motivation, high interest math activities. (Reflex Math Program)	Teachers Academic Coach School Administrators Teachers	Reflex Math Reports~Monthly Classroom Observation Forms Weekly Monitor visual displays~biweekly	Monitoring of fact fluency growth in the Reflex Math Program. Observations of Reflex Math Monitoring display to identify student growth.	09/22 - Reflex math diagnostic complete 10/22 - Green light displays in the classrooms 10/22 - Reflex math goal setting form	High Interest Math Games \$300.00

Utilize the backwards design process to create aligned assessments and resources.	Teachers Academic Coach Administrators	Grade Level Planning Minutes ~ Weekly Online Programs at Kilby	Completed Assessments and Resources to determine alignment	10/2022 Teams meeting weekly	Teacher Materials- \$1,842.96
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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):*

September: SHARK Tank Agenda PLC Agenda September

October: ([Link to Meeting Agenda & Minutes](#)).

November:

December:

January: .

February: ;

March:

April: May Shark Tank Sign in/Agenda

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 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 (K-2)

Reading Fishbone Diagram

Problem Statement: *Students in grades K-2 continue to need improvement in Number and Number Sense.*

Math Driver

Measurable Aims:

By Spring 2023, students in grades K-2 scoring at or above grade level in the category of number and operations will increase by at least 10 percentage points as measured by the math iReady final diagnostic data.

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 (if applicable)
Implement and visually track for motivation, high interest math activities. (Reflex Math Program - Grade 2)	Teachers Academic Coach School Administrators Teachers Academic Coach	iReady diagnostic and lessons ~ weekly Reflex Math Reports (2nd grade) ~ monthly Classroom Observation Forms~Daily Monitor visual displays (2nd grade) ~ biweekly	Monitoring of the growth in iReady. Monitor lesson completion. Monitoring of fact fluency growth in the Reflex Math Program. Observations of Reflex Math Monitoring display to identify student growth.	10/2022 Kindergarten VKRP 10/2022 K-2 iReady	BrainPop & BrainPop Jr.- \$3,524.63 High Interest Math Games \$300.00

<p>Utilize high yield instructional resources to build fact fluency and numeracy skills. (Building Fact Fluency Kits)</p>	<p>Teachers</p> <p>Teachers</p> <p>Administrators Academic Coach</p>	<p>Implement numeracy powerpoints and fact fluency games~Weekly</p> <p>iReady Skills Mastery - Number and Operations ~ weekly</p> <p>Common Assessments - Fact fluency/Numeracy~as scheduled by grade level</p> <p>Online Programs at Kilby</p>	<p>Monitor through observations and lesson plans</p> <p>iReady - Number and Operations Reports for lessons completed</p> <p>Assessment Mastery to determine mastery of the skill</p>	<p>8/22 - Fact Fluency Kit PD 10/22 - Collect teacher schedules for implementation</p> <p>9/22 iReady Diagnostic administered</p> <p>10/22 - Update Common Assessment data charts</p>	
<p>Provide students and parents with math resources that may be utilized at home.</p>	<p>Teachers Academic Coach</p>	<p>Resources</p>	<p>Distribution Logs to monitor the number of parents receiving resources</p>		
<p>Utilize the backwards design process to create aligned assessments and resources.</p>	<p>Teachers Academic Coach Administrators</p>	<p>Grade Level Planning~Weekly</p>	<p>Completed Assessments and Resources to ensure alignment</p>	<p>10/2022 Teams meeting weekly</p>	<p>Teacher Materials-\$1,842.96</p>

STUDENT ACHIEVEMENT & INSTRUCTION-English (3-5)

Reading Fishbone Diagram

Problem Statement: Black students were less proficient in the area of reading.

English Driver

Measurable Aims:

By June 2023, reading proficiency of black students in grades 3-5 will increase by at least 10 percentage points, as measured by the reading SOL pass rate. (2021-2022 SOL - Unadjusted pass rate 65% ~ Adjusted pass rate 75%)

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications (if applicable)
Use culturally responsive and high interest materials in instruction.	Teachers	Student School Climate Survey~Yearly	Increase in students' responses as relates to cultural responsiveness based on end of year survey results	10/22 Purchased culturally responsive books	Multicultural books-\$500.00 History Studies Weekly-\$1600.00

<p>Utilize phonemic awareness and phonics programs. (Heggerty, Words Their Way, FunDations)</p> <p>Implement the Bridge the Gap component of Heggerty</p>	<p>Administrators</p> <p>Teachers</p> <p>\</p> <p>Teachers</p> <p>Teachers Title 1 Reading Specialist</p> <p>Teachers</p> <p>Administrators Academic Coach</p>	<p>Classroom Observation ~Daily</p> <p>iReady Skills Mastery - Phonemic Awareness and Phonics</p> <p>Implement Heggerty program in whole group instruction</p> <p>PALS QuickChecks (3rd grade) ~Bimonthly</p> <p>PALS Spring Assessment (3rd grade)</p> <p>Spring iReady Assessments</p> <p>SOL Reading Pass Rate</p>	<p>Classroom observation data noting implementation</p> <p>iReady Reports - Lessons completed in Phonemic Awareness and Phonics</p> <p>Monitor through observations and lesson plans</p> <p>PALS QuickChecks data</p> <p>Percent of students meeting the PALS benchmarks.</p> <p>Percent of students showing growth in the Phonemic Awareness and Phonics strands.</p> <p>Percentage of students passing the reading SOL test.</p>	<p>9/22 iReady diagnostic administered</p>	<p>Reading Eggs- \$1,400.00</p> <p>RazPlus- \$1,872.00</p> <p>Reading A-Z \$512.00</p> <p>Guided Readers online \$756.00</p> <p>S.P.I.R.E. \$260.00</p>
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Provide students and parents with reading resources that may be utilized at home.	Teachers Academic Coach Title I Reading Teacher	Resource Packets Online Programs at Kilby	Distribution Logs to monitor the number of parents receiving packets	10/22-Restock Community Little Library (Autumn Ridge Apartments)	RR and Pioneer Valley books- \$300 Parent Engagement Activities-\$2,374.00 Give the Gift of Reading \$1,800.00 Bingo for Books- \$374.00 Barks (reading with animals)-\$200.00
Utilize the backwards design process to create aligned assessments and resources.	Teachers Academic Coach Title I Teacher, Administrators	Grade Level Planning Minutes ~ weekly	Completed Assessments and Resources to ensure alignment	10/22 Teams meeting weekly	SOL Pass-\$249 SuperKids Teacher Kit \$350 Teacher Materials-\$1,842.96

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: SHARK Tank Agenda
October: ([Link to Meeting Agenda & Minutes](#)).
November:
December:
January:
February:
March:
April:

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 Component 4: Addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through a variety of activities.

STUDENT ACHIEVEMENT & INSTRUCTION-English (K-2)

Reading Fishbone Diagram

Problem Statement: *Students in grades K-2 continue to need improvement in the area of reading.*

English Driver

Measurable Aims:

By Spring 2023, students in grades K-2 scoring at or above grade level in the category of phonics will increase by at least 15 percentage points as measured by the reading iReady diagnostic data.

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 (if applicable)
Use culturally responsive and high interest materials in instruction.	Teachers	Teacher Observation ~ Daily	Increase in students' responses as relates to cultural responsiveness	10/22 Purchased culturally responsive books	Multicultural books-\$500.00

<p>Utilize phonemic awareness and phonics programs. (Heggerty, Words Their Way, FunDations)</p>	<p>Administrators</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers Title 1 Reading Specialist</p> <p>Teachers</p> <p>Administrators Academic Coach</p>	<p>Classroom Observation</p> <p>iReady Skills Mastery - Phonemic Awareness and Phonics ~ weekly</p> <p>Online Programs at Kilby</p> <p>Implement Heggerty program in whole group instruction ~ daily</p> <p>PALS QuickChecks ~ bimonthly</p> <p>PALS Spring Assessment</p> <p>Spring iReady Assessments</p>	<p>Classroom observation data noting implementation</p> <p>iReady Reports - Lessons completed in Phonemic Awareness and Phonics</p> <p>Monitor through observations and lesson plans to ensure rigor and alignment</p> <p>PALS QuickChecks data</p> <p>Percent of students meeting the PALS benchmarks.</p> <p>Percent of students showing growth in the Phonemic Awareness and Phonics strands.</p>	<p>9/2022 iReady diagnostic administered</p>	<p>Reading Eggs- \$1,400.00</p> <p>RazPlus- \$1,872.00</p> <p>Reading A-A \$512.00</p> <p>Guided Readers online \$756.00</p> <p>Decodable books \$300</p>
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STUDENT ACHIEVEMENT & INSTRUCTION-Science

Problem Statement: *Fifth grade students scored below proficiency in the area of science (54%).*

Measurable Aims:

By June 2023, science proficiency for grade 5 students will increase by at least 10 percentage points, as measured by the science SOL pass rate. (2021-2022 SOL - Unadjusted pass rate 54% ~ Adjusted pass rate 56%)

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>
Implement spiral review	Teachers Academic Coach	Common Assessments~ to assess unit content District wide assessment ~ as scheduled PBA~Quarterly	Percentage of students scoring at the mastery level Percentage of students meeting mastery on PBA Rubric		BrainPop \$3524.63

Hands-on experiments	Teachers Academic Coach	Lesson Plan review~Weekly Common Assessments~ to assess unit content District wide assessment ~ as scheduled PBA~Quarterly	Classroom observation Percentage of students scoring at the mastery level Percentage of students meeting mastery on PBA Rubric		STEM Materials \$300.00
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STUDENT ACHIEVEMENT & INSTRUCTION-Students with Disabilities (Math)

Math SpEd Fishbone Diagram

Problem Statement: Students with disabilities across grade levels are significantly less proficient in the area of math than their nondisabled peers.

Math SpEd Driver

Measurable Aims:

By June 2023, math proficiency of students with disabilities in grades 3-5 will increase by at least 10 percentage points as measured by the SOL pass rate. (2021-2022 SOL - Unadjusted pass rate 31% ~ Adjusted pass rate data 82%)

By March 2023, students with disabilities in grades K-2 will increase at least one grade level in the category of number and operations, as measured by the math iReady diagnostic data.

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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Implement student self-guided growth data tracking form with reward system	Special Education Teachers School Administrators	Student Data Tracking Sheets ~Weekly or as needed	Monitor completion of data tracking sheets Data tracking sheets - reflect growth		NA
Provide specialized instruction in the inclusion classroom.	Special Education Teachers School Administrators Special Education SAO staff	Observations ~Daily Lesson Plans ~ Weekly	Monitor sped student achievement for mastery of individual goal		
Implement math aids during small group instruction and track student mastery of SOLs	Special Education Teachers	Math aids identified on SOL sheet and in lesson planning documents~ daily PD session on implementing math aids~ as needed Online Programs at Kilby	Observations of math aids being implemented Small group plans to show implementation of math aids Student SOL assessment scores Grades and progress note		

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: KSES Special Education Meeting Agenda September

October:

November:

December:

January:

February:

March:

April: .

Title I School-wide Component:

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-Students with Disabilities (English)

English SpEd Fishbone Diagram

Problem Statement: Students with disabilities across grade levels are significantly less proficient in the area of reading than their nondisabled peers.

English SpEd Driver Diagram

Measurable Aims:

By June 2023, the English proficiency of students with disabilities in grades 3-5 will increase by at least 10 percentage points. (Unadjusted pass rate 34% ~ Adjusted pass rate data 79%)

By Spring 2023, students in grades K-2 will increase at least one grade level in the category of phonics, as measured by the reading iReady diagnostic data.

<p>Change Idea <i>(strategies to be implemented)</i></p>	<p>Person(s) Responsible for Implementation & Monitoring</p>	<p>Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i></p>	<p>Measures <i>(how will we know if the change idea is being implemented and having an impact)</i></p>	<p>Description of Outcomes/Findings Resulting from the Change Idea to Date</p>	<p>Title I, Part A, Budget Implications <i>(if applicable)</i></p>
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Implement student self-guided growth data tracking form with reward system	School Administrators Special Education Teachers	Student Data Tracking Sheets ~ Weekly or as needed	Monitor completion of data tracking sheets Data tracking sheets - reflect growth	10/2022 - Create tracking forms	NA
Provide specialized instruction in the inclusion classroom.	Special Education Teachers School Administrators Special Education SAO staff	Observations ~ Daily Lesson Plans ~ Weekly	Monitor sped student achievement for mastery of individual goal		
Implement phonics instruction during small group instruction and track student growth	School Administrators Special Education Teachers Academic Coach/Title 1 Reading Teacher	Observation Forms ~ Daily PALs Quick Checks/Phonics Assessments (K-3)~ Bimonthly PD on phonics instructions ~ as needed Online Programs at Kilby	Observations of phonics instruction being implemented Completed assessments and documentation on student goal sheets Agenda to focus on the needs of overall SWD.		

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: KSES Special Education Meeting Agenda September

October:

November:

December:

January: ([Link to Meeting Agenda & Minutes](#)).

February:

March:

April:

Title I School-wide Component:

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.

SCHOOL CLIMATE & CULTURE-Discipline

Link to School Safety Fishbone Diagram

Problem Statement: *During the 2021-2022 school year, a disproportionate number of male students received behavior referrals as compared to their female counterparts.*

Link to School Safety Driver Diagram

Measurable Aim: **By June 2023, the gap in the number of referrals (58 percentage points) between male and female students will decrease at least 10%. (Male referrals: 72/Female referrals: 14)**

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications (if applicable)
15 minute morning meetings focused on building relationships SEL	School Administrators Teachers	Classroom Observations ~ Daily	Teachers will be observed during morning meetings		NA
Restorative Conferences	Counselor Administrators Teachers	Hold restorative mediation/conferences with students ~ as needed	Number of conferences and Outcome (Spreadsheet)		

<p>Implement PBIS Strategies (“Fin Friday” weekly; 9wk celebrations)</p>	<p>Administrators Teachers PBIS Committees</p>	<p>Nine Week Celebrations ~ Once per nine weeks</p> <p>Tier 2/3 spreadsheet (Check in - Check out) ~ as needed</p> <p>Teachers will submit Shark Point data sheets ~ Once per nine weeks</p> <p>Teachers will post students’ Shark Point status so that they know where they stand for participation ~ Daily/Weekly</p>	<p>PBIS Data - Number of students qualifying for PBIS celebrations to ensure fidelity of implementation</p> <p>PBIS Data - Number of students receiving Tier 2/3 interventions</p>	<p>08/2022- Overview of PBIS strategies 9/2022 PBIS meeting 10/2022- Use Discipline Form to keep administrators up to date of discipline issues</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):*

September: September 28 Meeting Agenda.docx

October:

November:

December:

January:

February:

March:

April:

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 Component 4: Addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through a variety of activities.

SCHOOL CLIMATE & CULTURE-Staff Perception Survey

Climate & Culture Fishbone

Problem Statement: Teachers feel that morale is low.

Culture and Climate Driver

Measurable Aim: By June 2023, staff morale will increase as evidenced by the staff perception survey from 65% to 70%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications <i>(if applicable)</i>
Enhance school wide communication strategies	Administrators, Academic Coach, Title I Teacher, teachers	22-23 Staff Survey ~ Yearly	Review mid year staff survey data developed by KSES Shark Tank	Established guidelines for Weekly Updates Remind App Share KSES Calendar	
Increase opportunities to enhance staff interaction implementation of the Sunshine Committee	Sunshine committee, Administrators, Teachers	22-23 Staff Survey ~ Yearly	Monthly celebrations planned and executed by Sunshine Committee Recognize staff accomplishments <ul style="list-style-type: none"> ● emails ● t-shirt 	9/2022 -Developed a list of ideas 9/2022- Created a calming room/new lounge for staff 9/2022 - Sunshine Committee met 10/2022 - Sunshine Committee met	

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: Sunshine Committee Agenda 9/15/22

October: Sunshine Committee Agenda 10/13/22

November:

December:

January:

February:

March:

April:

May:

June:

Title I School-wide Component:

Schoolwide Component 1: Comprehensive Needs Assessment

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.

COMMUNITY ENGAGEMENT & COMMUNICATION-Parent Perception Survey

Family & Community Fishbone

Problem Statement: Parents do not feel knowledgeable about school improvement initiatives.

Link to Family & Community Engagement Driver Diagram

Measurable Aim: By June 2023, the parent perception as measured by the parents survey will increase by 5% (from 79%) in the area of parents feeling the school provides their children with extra academic help or enrichment when it is needed.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications <i>(if applicable)</i>
The use of multiple platforms to communicate school initiatives	Administrators, Title I teacher, teachers	KSES Social Media platforms are updated regularly School Messenger used to inform parents of initiatives and events.	KSES social media platforms are current	9/22 KSES all social platforms: Facebook, Twitter, Website 10/22 All social media platforms are current	
Survey parents for interest of activities	Administrators, Title I teacher, teachers	Parent Survey Data ~ After each parent engagement activity	Surveys provided after each Parent Engagement Activity to determine effectiveness and interest	9/2022 Open House ~Title I/SOL Data 10/2022 October PTA meeting-5th grade students performed	

<p>Conduct family engagement activities and provide parents with instructional resources for home.</p>	<p>Administrators, Title I teacher, teachers</p>	<p>Parent Attendance and survey data ~ After each parent engagement activity</p>	<p>Analyze parent survey data to determine parent needs Attendance</p>	<p>9/2022 Open House ~Title I/SOL Data 10/2022 ~ Sent home resources with specific parents who requested them 10/2022~Sent home Title I Family Engagement Plan, Policy, and Procedures</p>	<p>Title I Engagement supplies \$2,374.91</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):*

September: Open House/Title I Overview 9/27/22

October:

November:

December

January:

February:

March:

April:

May:

June:

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.