

# School Improvement Comprehensive Needs Assessment

Alexander Elementary School  
ATSI - Special Education

## School Improvement Plan

Needs Assessment Guide - data analysis spreadsheet

## School Demographics as of 2/5/24 (day 111)

Total Enrollment = 490

Poverty Index = 88.6

Regular Ed Homeroom Teachers, K4-5th = 23

ID-Mod Homeroom Teachers = 2

Additional Related Arts, Special Ed, and Support Teachers = 13

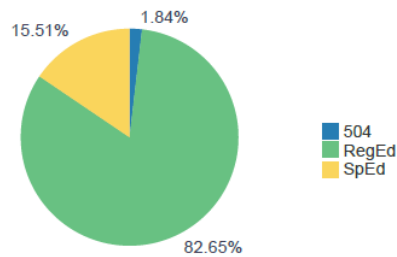
Administration and Other Leadership Team = 5

### Student Demographics by Primary Disability

2023 - 2024

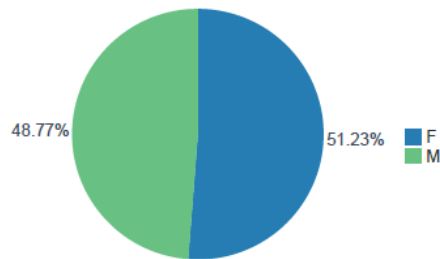
	504			RegEd	SpEd								Enrolled Total
Grade Level	Autism Spectrum Disorder	Developmental Delay	No Disability	No Disability	Autism Spectrum Disorder	Developmental Delay	Intellectual Disability (mild)	Intellectual Disability (moderate)	Multiple Disabilities	Other Health Impairment	Specific Learning Disability	Speech/Language Impairment	
01			1	64	6		1			1	1	5	79
02				69	3	5					4	4	85
03	1		1	60	1			1		1	5	3	73
04			2	76	4	1				1	8		92
05		1	1	44	1					1	6	1	55
K4				20		1						2	23
K5			2	72	2	3			1	1		2	83
Grand Total	1	1	7	405	17	10	1	1	1	5	24	17	490

### Students by Education Status



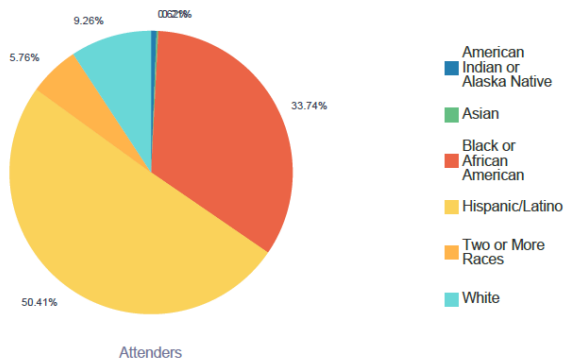
2023 - 2024 Enrolled

### Students by Gender



Attendees

### Students by Ethnicity



Attendees

## Data Points/Sources for Comprehensive Needs Assessment

- SC Ready ELA
- SC Ready Math
- SC PASS Science
- TE21 Mastery Connect Benchmark Assessments - ELA and math
- School report card data
- Tutoring program records
- Book Creator reports
- Lexia reports
- Fastbridge - RTI / General Ed
- Dreambox usage and growth
- MAP 1st grade - ELA and math
- GCSource demographic reports
- Mosaic classroom observation reports
- PLC meeting notes
- Title I surveys - parent / teacher
- GCSource behavior reports
- OnTrack agendas
- Behavior interventionist records
- School climate surveys
- GCSource attendance reports

Performance Goal Area	School Improvement Goal	Title I Reform Strategies	Data Sources
Student achievement	1. The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 21% in 2016-17 to 43.3% in 2022-23.	RS 1 RS 2 RS 3	<a href="#">SC Ready ELA</a> TE21 Mastery Connect Benchmark Assessments -ELA and <a href="#">math</a> <a href="#">Tutoring program records</a> <a href="#">Book Creator reports</a> <a href="#">Lexia reports</a> <a href="#">School report card data</a>
Student achievement	2. The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 34% in 2016-17 to 46% in 2022-23.	RS 1 RS 2 RS 3	<a href="#">SC Ready Math</a> TE21 Mastery Connect Benchmark Assessments -ELA and <a href="#">math</a> <a href="#">Tutoring program records</a> <a href="#">School report card data</a> Dreambox usage and growth
Student achievement	3. The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.	RS 1 RS 2 RS 3	<a href="#">SC PASS Science</a> <a href="#">School report card data</a>
Student achievement	4. Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).	RS 1 RS 2 RS 3	<a href="#">SC Ready ELA</a> <a href="#">SC Ready Math</a> TE21 Mastery Connect Benchmark Assessments -ELA and <a href="#">math</a> <a href="#">Tutoring program records</a> <a href="#">School report card data</a>
Student achievement	5. Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.	RS 1 RS 2 RS 3 RS 8	Fastbridge - RTI and gen ed MAP 1st grade - ELA and math TE21 Mastery Connect Benchmark Assessments -ELA and <a href="#">math</a> <a href="#">Lexia reports</a>

			<a href="#">Tutoring program records</a>
Teacher quality	6. The school will have qualified, diverse teachers (gender and ethnicity) by 2023.	RS 4 RS 5 RS 6 RS 9	<a href="#">GCSource demographics reports</a> Mosaic classroom observation reports PLC meeting notes
School climate and family engagement	7. Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.	RS 7 RS 10 RS 11	School climate surveys <a href="#">Title I surveys - parent and teacher</a> <a href="#">School report card data</a>
School climate and family engagement	8. The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.	RS 7 RS 10 RS 11	<a href="#">GCSource behavior reports</a> OnTrack agendas Behavior interventionist records
School climate and family engagement	9. The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.	RS 7 RS 10 RS 11	<a href="#">GCSource behavior reports</a> OnTrack agendas Behavior interventionist records <a href="#">School report card data</a>
School climate and family engagement	10. The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.	RS 7 RS 10 RS 11	School climate surveys <a href="#">School report card data</a>
School climate and family engagement	11. Achieve and maintain a student attendance rate of 95% or higher.	RS 7 RS 10 RS 11	PowerSchool reports <a href="#">GCSource attendance reports</a> OnTrack agendas Social worker records
School climate and family engagement	12. The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.	RS 7 RS 10 RS 11	School climate surveys OnTrack agendas <a href="#">Title I surveys - parent and teacher</a> <a href="#">School report card data</a>

## [Stakeholder Feedback](#)

STAKEHOLDER FEEDBACK LOG				
Date	Stakeholder Group	Agenda	Feedback	Next Steps
9/12/23, Annual Meeting	Parents/families	<a href="#">Agenda link</a>	Parents requested information about how they could help their child at home with reading, math, and social/emotional needs. Parents also requested parenting tips and ways they can prepare for parent conferences.	School events planned for literacy night, math night, Strengthening Families Program, parent lunch & learn events
9/22/23, Policy feedback request	Parents/families	<a href="#">Policy feedback request</a>	All feedback was positive, no changes recommended	School-Parent Compact and Parent/Family Engagement Policies finalized and distributed
10/24/23, Title I planning meeting	Parents/families, community & staff	<a href="#">Agenda link</a>	All stakeholders approved of the current Title I plan, budget, and family activity schedule.	Title I plan, budget, and family activities to proceed as planned.

11/13/23, Title I planning meeting	Parents/families , community & staff	<a href="#">Agenda link</a>	Parents suggested more one-on-one contact with parents when possible to encourage involvement. Also requested that we continue to always make sure there is someone who speaks Spanish at all meetings, and that we have meetings earlier in the day (before 11am). They requested more bilingual staff, and more meetings between parents and teachers to keep everyone informed about students are doing in class.	Continue providing Spanish interpretation at all meetings. Try making individual phone calls or one-on-one conversations when possible to encourage parents to attend events. Prioritize bilingual staff in hiring next year. Survey parents in the spring about times that are most convenient for meetings.
11/17/23, survey	Parents/families	<a href="#">Survey</a>	Most families have internet service. We need more publicity about the resources available on our website. Most families report that they need more books at home for students. Most English-speaking families have a library card, but almost no Spanish-speaking families do. Most families felt that they received useful information at family events. The main reason for non-attendance was time/scheduling. Dinner seems to be very important for evening events. Families seemed unsure of what kinds of information they could share with other families. They requested more interest-based activities for kids, fun events like carnivals, opportunities for parents to attend lunches and celebrations at school, English classes for parents and kids, more bilingual teachers, and more collaboration.	Include Title I website link on all communication. Provide books as giveaways at family events or for student rewards. PIC to begin helping Spanish-speaking families to sign up for library cards. Continue providing meals at evening events if possible. Look for more ways to provide events and activities for families.
12/12/23, Title I planning meeting	Parents/families , community & staff	<a href="#">Agenda link</a>	Create a parents' committee, call and invite parents one-on-one.	Begin contacting parents about creating a volunteer team and/or PTA group.
12/19/23, survey	Staff	<a href="#">Survey</a>	The top 3 priorities identified by staff for the 24-25 school year were reduced class size teachers, support for multilingual students, and SEL/behavior support.	Look for ways to preserve PIC and/or behavior interventionist in the FY25 plan if possible. Conduct a follow up survey to find out what additional supplies are needed by teachers for the second semester.
1/18/24, Title I planning meeting	Parents/families , community & staff	<a href="#">Agenda link</a>	It was suggested that we keep the parent involvement coordinator and behavior interventionist positions. For family events, we need to continue offering the Family Resources Fair and Strengthening Families Program. Thursday evenings were suggested as the best night for activities.	Look for ways to preserve PIC and/or behavior interventionist in the FY25 plan if possible. Continue offering evening family events such as the resources fair and Strengthening Families.
3/6/24, survey	Staff	<a href="#">Survey</a>	Most staff reported that Tuesdays & Thursdays were their preferred days for evening events. Most people said that the current methods of communication have been effective, but there were suggestions to create a Google form for teachers to request supplies and to create a Title I information folder in the school's shared Google drive. Most staff (75%) said that the monthly staff calendars we printed this year have been very helpful to them as reminders of deadlines and events.	Plan events in 24-25 on Tuesdays and/or Thursdays. For communication, continue sending emails and including notes on the principal's newsletter. Create a Google form for supply requests and a Title I resources folder on school shared Google drive. Continue printing monthly staff calendars.
3/6/24, survey	Parents/families	<a href="#">Survey</a>	25 surveys were completed, representing 38 students. Most parents reported that Thursdays and Fridays were their preferred days for evening events. 32% of parents said they were able to attend events in the morning or afternoon, and an additional 64% said they were sometimes able to do so. 96% of parents said that our printed monthly calendars were very helpful.	Plan events in 24-25 on Thursdays. Continue sending home printed monthly activity calendars.

## Data Trends

### **Student Achievement - ELA**

We have seen slow, steady growth in SCReady ELA the past three years, but lagging significantly behind GCSD average scores (-38%)

Mastery connect benchmarks ELA - 3rd grade cohort has stayed above annual goal of 32% all year; 4th grade cohort showed strong growth from last year's SCReady and has remained above annual goal of 32%; 5th grade cohort showing consistent growth in each assessment since MasteryConnect assessment last spring, but still slightly below annual goal of 32%, this group started with the lowest MC spring scores of all three grades

Fastbridge shows more overall increase for students in RTI than the grade level average in 2nd and 3rd grade. In 1st grade, RTI students grew more slowly than the grade level average in CBM and sight words, but higher growth in nonsense words, due to focus on phonemic awareness and phonics.

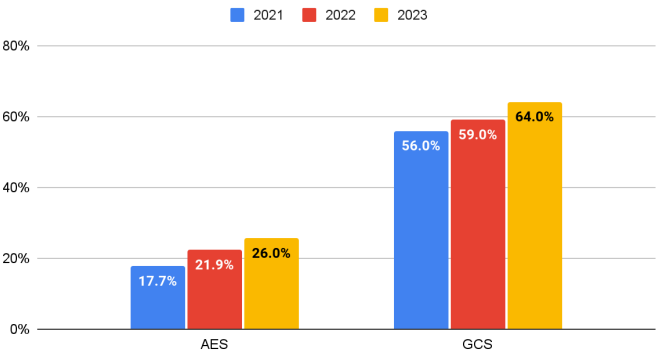
1st grade MAP and Fastbridge show overall shift of students into lower percentile bands from fall to winter in ELA Teacher and student usage of Book Creator increased greatly after a PD session with Jasmine Ford. Usage has since declined, but several grade levels are using it for special writing projects.

At least 60% of students are meeting Lexia usage expectations in every grade level except 5th; schoolwide, 61% of students have met usage goals. Kindergarten Lexia usage is very consistent. Students are demonstrating good progress toward working in grade level material. As of 2/4/24, 25% of students are working in or above grade level material, up from 13% in the fall. In addition, 52% of students have met their Lexia "level up" goals, as compared to 55% districtwide.

MasteryConnect benchmark scores of students who received tutoring showed slight growth for 3rd grade ELA in afternoon tutoring, but all other areas showed a drop in student benchmark scores from fall to winter.

Scores in all areas of school report card ratings have increased from 22-23 to 23-24, and English learners' student progress / student progress are relative strengths. Academic achievement and preparing for success are areas needing improvement.

ELA SCReady Trend Data



Alexander ELA Data Growth Comparison Chart

[\\*Support video if needed](#)

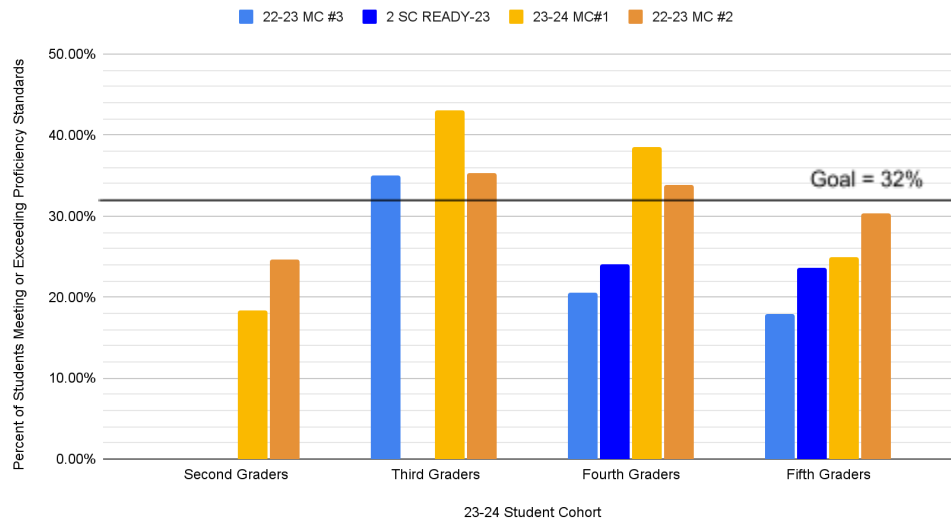
• Grade Level ELA Comparison

School ELA Goal: 32%

Grade	SC READY 2023 % Meets/Exceeds (Use 2023 MC#3 PP for 2nd)		MC #1 PP		MC #2 PP		MC #3 PP		SC READY 2024 % Meets/Exceeds (Use 2024 MC#3 PP for 2nd)	
	School Average	District Average	School Average	District Average	School Average	District Average	School Average	District Average	School Average	District Average
2nd Grade	35%		18.3%	48.4	24.6%	54.6				
3rd Grade	24%		43.1%	60.5	35.3%	63.5				
4th Grade	23.6%		38.5%	66.4	33.8%	64.7				
5th Grade	29.6%		25%	64.6	30.4%	65				
Average (Grades 3-5)	26%		31.2%	59.98	32%	54.9				

PP=Projected Proficiency

## ELA Assessment Trend Data



## MAP (1st grade) Growth - ELA

School Profile		
Growth and Achievement Overview		
Alexander Elementary School   Reading		
Grade		Number of Students ⓘ
All Grades	<p><b>Growth</b> Median and Distribution</p> <p>42nd 38% 9% 14% 11% 28%</p> <p>Achievement Fall 2023-2024 Median and Distribution</p> <p>27th 38% 25% 23% 9% 5%</p> <p>Achievement Winter 2023-2024 Median and Distribution</p> <p>21st 48% 25% 12% 9% 6%</p>	65
<p>Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th &gt;80th</p>		<p>Rostered Winter 2023-2024</p> <p>Totals Fall 2023-2024 Winter 2023-2024</p>

## Student Achievement - Math

We have seen up-and-down scores in SCReady math the past three years, currently on a growth pattern, but lagging significantly behind GCSD average scores (-40%)

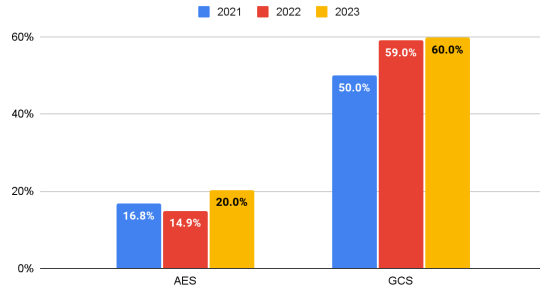
Mastery connect benchmarks Math - 3rd grade cohort has stayed above annual goal of 26% all year; 4th grade cohort dropped from last year's SCReady and has remained well below the annual goal of 26%; 5th grade cohort showing consistent growth in each assessment since MasteryConnect assessment last spring, and is now above the annual goal of 26%, this group started with the lowest MC spring scores of all three grades

1st grade MAP shows overall shift of students into lower percentile bands from fall to winter math

MasteryConnect benchmark scores of students who received tutoring showed strong growth in 4th and 5th grade math for morning tutoring. All other areas showed a drop in student benchmark scores from fall to winter.

Scores in all areas of school report card ratings have increased from 22-23 to 23-24, and English learners' student progress / student progress are relative strengths. Academic achievement and preparing for success are areas needing improvement.

Math SCReady Trend Data



Alexander MATH Data Growth Comparison Chart

• Grade Level Math Comparison

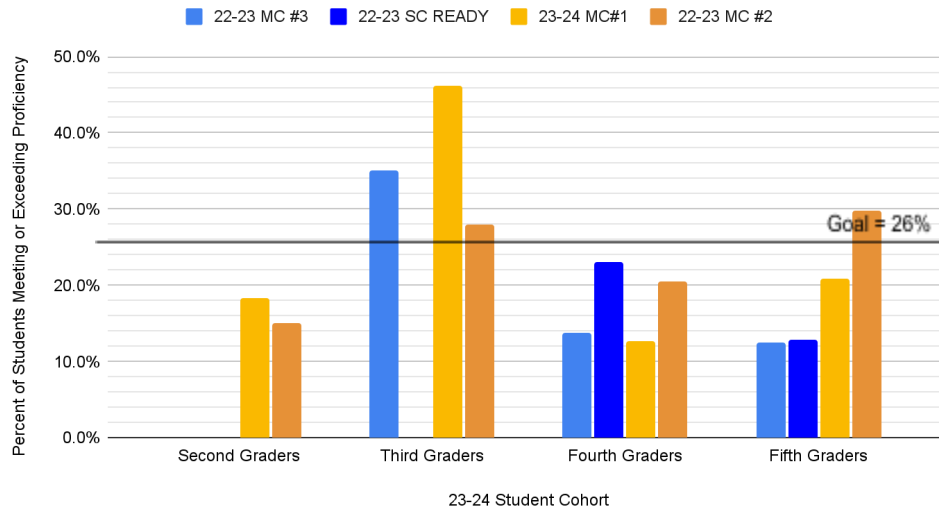
[\\*Support video if needed](#)

School Math Goal: 26%

Grade	SC READY 2023 % Meets/Exceeds (Use 2023 MC#3 PP for 2nd)		MC #1 PP		MC #2 PP		MC #3 PP		SC READY 2024 % Meets/Exceeds (Use 2024 MC#3 PP for 2nd)	
	School Average	District Average	School Average	District Average	School Average	District Average	School Average	District Average	School Average	District Average
2nd Grade	35		18.3%	46.3	15.1	52.8				
3rd Grade	24.1	64.1	46.2%	64.2	27.9	64.3				
4th Grade	12.8	57.8	12.7%	54.1	20.5	59.6				
5th Grade	22.3	57.6	20.8%	58.1	29.8	56.9				
Average (Grades 3-5)	20	60	25	55.65	23.3	58.4				

PP=Projected Proficiency

Math Assessment Trend Data

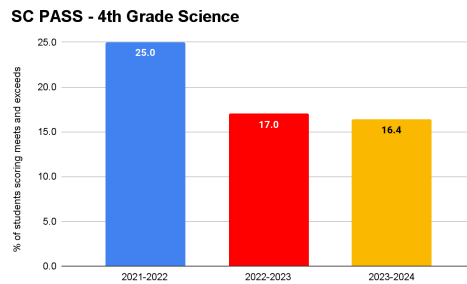


## MAP (1st grade) Growth - Math

School Profile <b>Growth and Achievement Overview</b> Alexander Elementary School   Math K-12		
Grade		Number of Students 58
All Grades	<b>Growth Median and Distribution</b> 38th 43% 12% 9% 22% 14% <b>Achievement Fall 2023-2024 Median and Distribution</b> 36th 31% 24% 15% 21% 9% <b>Achievement Winter 2023-2024 Median and Distribution</b> 29th 38% 26% 19% 8% 9%	
Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th <div style="text-align: right;">                         Rostered Winter 2023-2024                          Tested Fall 2023-2024 - Winter 2023-2024                     </div>		

## **Student Achievement - Science**

We have seen a slow drop in SC PASS science scores the past three years; the fourth grade team staff has changed every year.



## **Teacher Quality**

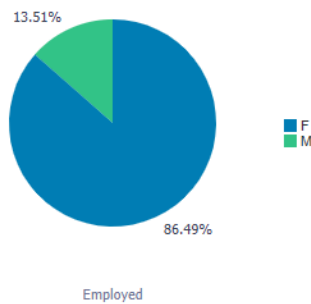
Staff demographics are not reflective of student population demographics, and we need more bilingual staff.

Primary grade teachers are not utilizing effective foundational literacy practices to establish strong student reading and writing skills, particularly in 1st and 2nd grades.

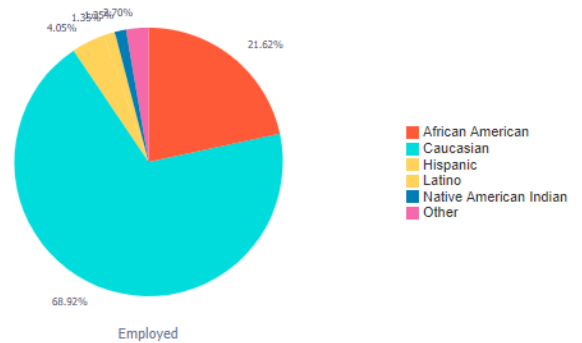
Most PLC meetings have been focused on planning, due to lack of teacher clarity about implementing Savvas and math strategies.

### **Current Staff Demographics by Type, Gender and Ethnicity**

Staff by Gender



Staff by Ethnicity



## **School Climate and Family Engagement**

Parents have expressed that they are pleased with the school environment at Alexander, and they appreciate the work that the teachers do for their children. They requested more information about ways they can help their children at home with academics, as well as more interest-based student activities (clubs) and events. Parents and teachers have requested smaller class sizes; support for multilingual learners and families; and support for student behavior / SEL needs. Teachers also feel that parents need to be more engaged and involved with their students' education. They are concerned about inconsistency in behavior expectations schoolwide.

The number of behavior incidents have remained steady since last year, but the number of OSS days have increased, which may indicate that the severity of incidents have increased.

The OnTrack team has discussed 17 students this year regarding behavior concerns, mostly in kindergarten and 4th grade.

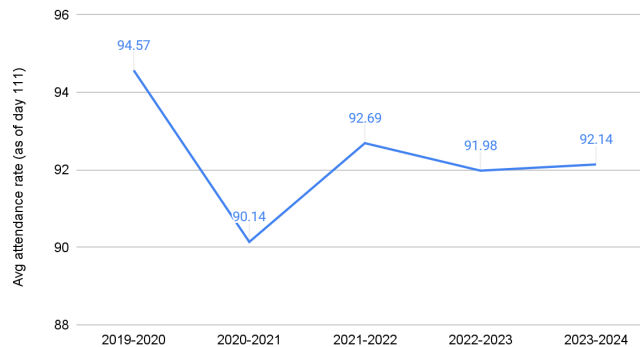
The number of behavior incidents have declined since last year, but the number of OSS days have increased. It appears that the severity of incidents have increased, and behaviors are being addressed

Attendance has hovered around 92.0-92.7% for the past three school years, still below the goal of 95%.

Scores in all areas of school report card ratings have increased from 22-23 to 23-24, and school climate is a relative strength.



**Average Attendance Rate**

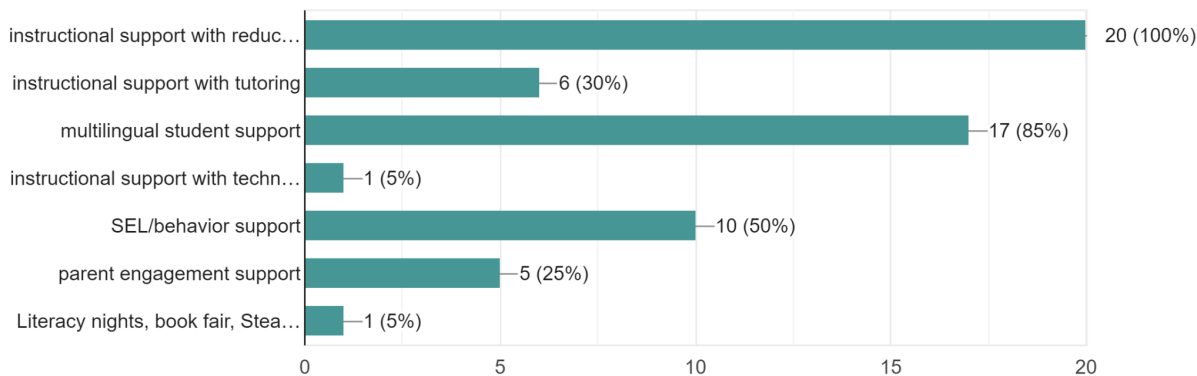


### Title I Teacher Survey Results – graphs, comments fall and spring

Our fall Title I staff survey was an anonymous Google form and was completed in December by 20 people – 11 classroom teachers and 9 support teachers. We asked questions to evaluate the current reform strategies in the 23-24 Title I plan and receive input on priorities for the 24-25 Title I plan. Most stated that they have a thorough understanding of what it means to be a Title I school, Most teachers reported that our current reform strategies have been effective for improving student achievement and increasing family engagement; however, they had the most reservations about tutoring and the Lexia lab assistant position. The most frequently requested change was to add more reduced class size positions and decrease spending in all other areas. They were concerned about inconsistencies in behavior expectations schoolwide. When asked for opinions about what should be the top three priorities for funding next year, reduced class sizes, ML support, and SEL/behavior support topped the list.

Our school-based Title I budget at AES will likely be reduced next year. With a limited budget, what do you believe are the TOP THREE most important priorities that need to be supported next year?

20 responses



Our spring Title I staff survey was also an anonymous Google form and was completed in March by 26 people. We asked logistical questions about planning Title I events and streamlining communication with staff. Most staff reported that Tuesdays & Thursdays were their preferred days for evening events. Most people said that the current methods of communication have been effective, but a number of respondents suggested creating a Google form for teachers to request supplies and creating a Title I information folder in the school's shared Google drive. Most staff (73.1%) said that the monthly staff calendars we printed this year have been very helpful to them as reminders of deadlines and events.

### Title I Family Survey Results – fall data spreadsheet

Our fall Title I family survey was anonymous and was sent as a paper form to be returned. It was completed in October and November by 94 families, representing at least 122 students. Kindergarten had the highest response rate. We asked questions to evaluate our current methods of communication, the usefulness of our family events, and other resources or events that families would like for us to offer. Parents seemed satisfied with overall communication, and their preferred methods are phone calls or emails. They were unfamiliar with resources available on our school website, so we need to promote this more often. Families reported feeling mostly comfortable with understanding report cards and test scores.

Most families felt that they received useful information at family events. The main reason for non-attendance was time/scheduling. Dinner seemed to be very important for evening events. They requested more interest-based activities for kids, fun events like carnivals, opportunities for parents to attend lunches and celebrations at school, English classes for parents and kids, more bilingual teachers, and more collaboration.

Our spring Title I family survey is currently being completed as an anonymous Google form. We asked logistical questions about planning Title I events and whether families have used the monthly calendars we printed this year for all students. Responses will be disaggregated and analyzed as we plan our family engagement calendar and methods of communication for next year.

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## **Overall Conclusions and Priorities**

**Student Achievement ELA / RS1, RS2, RS3, RS8** - 1st graders are regressing in their percentile rankings. The 2nd grade cohort is lagging far behind goals. The current 3rd grade cohort has the highest ELA achievement scores schoolwide. ELA is a relative strength for our current 4th grade cohort. 5th grade is making slow, steady growth. We need to increase growth schoolwide in order to close gaps. English language learners are making positive growth. Continue Lexia usage to fill in knowledge gaps, so that we can move more students to working in grade level material. Continue Book Creator usage and provide PD training to increase student engagement in writing.

Title I will fund:

Reduced class size in 4th and 5th to maintain and accelerate growth.
MLP teachers to be funded by GCSD. Fund 0.5 MLP assistant to work with small groups.
Strategically target specific students for after school tutoring in smaller groups to remediate gaps in student skills
Classroom instructional and technology supplies to provide supplemental materials
Lexia schoolwide site license to help provide instruction to fill gaps in student skills (ATSI)
BookCreator schoolwide site license to support student writing engagement
Amira schoolwide site license to monitor progress, funded by GCSD
Summer kindergarten camp to prepare students for school routines and pre-assess skills
RTI teachers to close literacy gaps in early grades, remediate students in upper grades, funded by GCSD
Purchase additional Reading Horizons kits for K-2nd grades, continue work with transfer

**Student Achievement Math / RS1, RS2, RS3, RS8** - 1st graders are regressing in their percentile rankings. The 2nd grade cohort is lagging far behind goals. The current 3rd grade cohort has the highest math achievement scores schoolwide. Math is a relative weakness for our current 4th grade cohort. 5th grade is making slow, steady growth. We need to increase growth schoolwide in order to close gaps. English language learners are making positive growth.

Title I will fund:

Reduced class size in 4th and 5th to maintain and accelerate growth.
MLP teachers to be funded by GCSD. Fund 0.5 MLP assistant to work with small groups.
Strategically target specific students for after school tutoring in smaller groups to remediate gaps in student skills
Classroom instructional and technology supplies to provide supplemental materials
Summer kindergarten camp to prepare students for school routines and pre-assess skills
RTI teachers to close math gaps in early grades, remediate students in upper grades, funded by GCSD

**Student Achievement Science / RS1, RS2, RS3** - We have seen a slow drop in SC PASS science scores the past three years; the fourth grade team staff has changed every year

Title I will fund:

Reduced class size in 4th to reverse decline and accelerate growth.

**Teacher Quality / RS4, RS5, RS6, RS9** - More Hispanic/Latino staff are needed to reflect the demographics of the student population. Teachers need more professional development in foundational literacy practices and strategies to support older students with skill and knowledge gaps. PLCs need to be implemented to allow teachers to analyze data and strategize to meet student needs.

Title I will fund:

Substitutes for teachers to participate professional development days and PLC data analysis
Professional development support from district Title I academic and technology specialists
Additional ATSI strategies: Summer planning and professional development stipends to establish a consistent knowledge base of all school staff, and focus more discussion on student data analysis during the school year.
Additional ATSI strategies: Solution Tree Global PD Teams schoolwide site license to increase understanding of PLC implementation and discussion and to increase knowledge of effective instructional practices.

**School Climate and Family Engagement / RS7, RS10, RS11** - While school climate is trending in a positive manner, more work needs to be done to create consistent, overall school behavior expectations for students. To be proactive about behavior management in the tier 1 classroom setting, teachers may need more training in trauma-informed practices, positive behavior management strategies, and ways to build positive school and classroom culture (see teacher quality section). Creating a more proactive and positive culture will help decrease behavior issues and increase student attendance. Parents need more information about grade level curriculum expectations, how they can help support student learning at home, and other ways they can engage and participate with their child's education. In particular, Spanish-speaking families need additional support to feel welcomed in the school community and understand how they can support student learning even in their native language.

Title I will fund:

Bilingual parent involvement coordinator to help engage and support families and community members
SeeSaw site license for primary grades to facilitate parent communication
Copier contract funds to allow for printing of parent newsletters, flyers, and calendars
Supplies and refreshments for parent engagement events to remove barriers to participation
Implement Latino Family Literacy Project program to support multilingual families and increase parent knowledge of ways to support student literacy
Professional development sessions to establish tier 1 classroom management expectations

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## Continuous Improvement Rubric

### Rubric #1 - spring 2023

Criterion	Self-Rating	Prioritized next steps towards our desired state.
Readiness Indicators	2	use protocols and norms consistently, everyone comes prepared
Phase 1A: Diagnose: Collect and use data	3	ensure clarity about outcomes and use data to inform changes
Phase 1: Diagnose: Review resource inequities	3	ensure that all students have access to an effective teacher
Phase 2: Select		
Phase 3: Plan		
Phase 4A: Implement: Action steps defined, in practice		
Phase 4B: Implement: Use data to inform instruction		
Phase 5: Monitor and Adjust SRP/SPA		
Phase 6: Revise the plan for momentum		
<b>Self-Assessment Readiness Score</b>		

### Rubric #2 - January 2024

Criterion	Self-Rating	Prioritized next steps towards our desired state.
Readiness Indicators	2	use protocols and norms consistently, everyone comes prepared
Phase 1A: Diagnose: Collect and use data	3	ensure clarity about outcomes and use data to inform changes
Phase 1: Diagnose: Review resource inequities	3	ensure that all students have access to an effective teacher
Phase 2: Select	3	conduct root-cause analysis for improvement throughout the year
Phase 3: Plan	3	ensure SRPs/ SPAs & EBI/Ps include indicators, targets, & milestones
Phase 4A: Implement: Action steps defined, in practice	3	solicit feedback regularly & implement stakeholder support plan
Phase 4B: Implement: Use data to inform instruction	4	provide enrichment opportunities in all classes
Phase 5: Monitor and Adjust SRP/SPA	3	hold all participants equally accountable for implementation
Phase 6: Revise the plan for momentum	3	build capacity and retain talent of staff by providing opportunities for skill-development, growth, & recognition
<b>Self-Assessment Readiness Score</b>	27	