

2022-2023

## **Beulah Elementary School**

### **Title I Schoolwide Plan**

Revision Date - 8/15/22

Approval Date - 8/19/22

Carryover Update Approval -



## Douglas County Schools

### Schoolwide Plan

# COMPREHENSIVE NEEDS ASSESSMENT

- I. **The Comprehensive Needs Assessment**— Section 1114(b)(1)(A) 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;

Beulah’s Comprehensive Needs Assessment was developed through a series of data meetings and planning sessions. The school’s School Improvement Team and Leadership Team guided the majority of the work. Team members followed the district’s school improvement process.

#### ☐ BEES SIP and Title I SWP 2022-2023

The team gathered data, analyzed the results, discovered strengths/weaknesses, identified root causes, developed action steps, facilitated grade level research teams, shared information with parent organizations and designed the final improvement plan. Beulah’s Leadership Team is composed of administrators, instructional coaches, specialized educators, grade level leaders, support personnel, parents and community members. Participants were selected based on their level of experience, instructional proficiency, leadership qualities and desire to improve student achievement. This instructional team began meeting in June of 2022 to review school-wide, grade level and individual teacher assessment data. Data sources included: GMAS, Write Score, STAR Reading, STAR Math, GKIDS, Lexile Levels, Lexia, Title I parent survey results, student grades, attendance, discipline records and staff perception data. Subgroup data was used to determine the effectiveness of our tier 1 instruction and our MTSS process. All sources of information were discussed and analyzed during a series of data review meetings. Student achievement mastery and levels of growth were reviewed. The data was evaluated based on state proficiency levels, benchmark levels, target indicators, national norms, and preset goals. Areas of strengths and weaknesses were identified for the overall school, individual grade levels, specific teachers and student subgroups. A root cause analysis was used to determine contributing factors for each area of concern. Grade level teams worked throughout the summer to determine appropriate, research-based strategies to target each weakness. The Parent Advisory Council reviewed the results, the analysis and the implementation plan.

**Comprehensive Needs Assessment Planning Committee**

Name	Role
Becky Mobley	K paraprofessional
Therese Gough	K teacher
Jennifer Walker	1st grade teacher
Kimberly Munoz	2nd grade teacher
Molly Miller	3rd grade teacher
Casey Coker	4th grade teacher
Amos Bishop	5th grade teacher
Michelle Smith	Gifted and Talented teacher
Elizabeth Story	ESOL
Melodie Segrest	PEC Specialist
Sarah Brownlow	Instructional Lead Teacher
Heather Arwood	Seven Springs Church (Partner)
Antonia Avila	Parent
Tameka Bonner	Assistant Principal
Lisa Golden	Principal

**Academic Achievement Data Collection**  
**Add Documentation for the Data Tools in Appendix 3**

Instrument Used	Content Area	Process/Procedure
<b>EX: Star Reading</b>	<b>ELA</b>	<b>How it was used to determine at risk students</b>
STAR 360 Early Literacy	Grades 1-3: Readiness skills	Monitored quarterly: Students scoring in the bottom 25% receive MTSS intervention support.
STAR 360 Reading	Grades 1-5: ELA	Administered monthly: Based on the nationally-normed scaled scores, students scoring as “beginning learners” (level 1) receive MTSS intervention support.  Administered monthly: Students scoring as “developing learners” (level 2) receive additional classroom support and progress monitoring to determine growth.
STAR 360 Math	Grades 1-5: Math	Administered monthly: Based on the nationally-normed scaled scores, students scoring as “beginning learners” (level 1) receive MTSS intervention support.  Administered monthly: Students scoring as “developing learners” (level 2) receive additional classroom support and progress monitoring to determine growth.
GKIDS-Readiness	Kindergarten: Early Literacy/Numeracy	Administered annually: Students scoring below proficiency receive additional paraprofessional support and assistance.
ESGI	Kindergarten: Early Literacy/Numeracy	Monitored quarterly: Students scoring below proficiency receive additional paraprofessional support and assistance.
Write Score	Kindergarten – Grade 5: Writing	Administered two times per year: Students receive additional small group instruction and individual conferencing for each “missing” or “weak” component.

iLearn	Grades K-5: Math	Monitored quarterly: Students scoring below grade level proficiency in each domain receive additional small group instruction and notebook checks.
GMAS	Grades 3-5: Reading	Administered annually: Students scoring as “beginning learners” (level 1) receive MTSS intervention support.
GMAS	Grades 3-5: Math	Administered annually: Students scoring as “beginning learners” (level 1) receive MTSS intervention support.
GMAS	Grades 3-5: Writing (Opinion/Informational)	Administered annually: Students scoring 0-3 receive MTSS intervention support.
GMAS	Grades 3-5: Writing (Narrative)	Administered annually: Students scoring 0-1 receive MTSS intervention support.
Attendance	Grades K-5 All content areas	Monitored monthly: Students with 5% absentee rate receive parent phone calls and letters.
Behavior	Grades K-5 All content areas	Monitored monthly: Students with chronic, documented behavior concerns have a designated mentor to provide support.

\*Please add all data supporting the instruments, processes, and procedures used to determine at-risk students in the **Data Collection Section** of the Appendix.

## SCHOOLWIDE REFORM STRATEGIES

**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:

- II. A. Provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;
- B. Use **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:

<b>Math</b>		
<b>Subgroup by grade level</b>	<b>Methods and Instructional Strategies to Strengthen Academic Program</b>  (Specify grade level if interventions are not applicable to all grade levels)	<b>Resource</b> (Local, Title I, Title III, Title IV, IDEA, Other)
2nd Grade	Class Size Reduction Teacher added to reduce the teacher-to-student ratio.	CSR Teacher - Title I
<b>Economically Disadvantaged</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Kindergarten - Based on ESGI results, students receive MTSS intervention support. Grades 1-2 - Based on STAR 360 math results, students receive MTSS intervention support (level 1) and additional classroom support (level 2).</p> <p>Intervention 1: iLearn Within the classroom, individualized instruction is provided through iLearn. Provide math interventions twice per week using iLearn. Individual learning paths are established to address targeted weaknesses.</p> <p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p>	<p>Star - DCSS ESGI - DCSS</p> <p>iLearn - Title I</p> <p>Classworks - Title I</p>

	<p><b>Intervention 3: Freckle</b> Within the classroom, individual learning paths are established to address targeted weaknesses.</p> <p><b>Intervention 4: After-school Tutoring</b> After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p><b>Tier I instruction: GA Ready Math</b> All teachers will utilize the GA Ready Math student workbooks and the iReady Tool Box as a supplemental resource.</p> <p><b>Professional Learning Support:</b> Weekly ILT math planning sessions All grade level teams will meet with our ILT, Sarah Brownlow, each Wednesday to plan math instruction.</p>	<p>Freckle - DCSS</p> <p>After-school tutoring – Title I</p> <p>GA Ready Math Consumable Books – Title I</p> <p>ILT - Title I</p>
<p><b>3<sup>rd</sup>-5<sup>th</sup></b></p>	<p><b>Data:</b> Grades 3-5 - Based on STAR 360 math results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 3-5 - Based on GMAS results, students scoring as “beginning learners” (level 1) receive MTSS intervention support.</p> <p><b>Intervention 1: iLearn</b> Within the classroom, individualized instruction is provided through iLearn. Provide math interventions twice per week using iLearn. Individual learning paths are established to address targeted weaknesses.</p> <p><b>Intervention 2: Classworks</b> Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p><b>Intervention 3: Freckle</b> Within the classroom, individual learning paths are established to address targeted weaknesses.</p> <p><b>Intervention 4: After-school Tutoring</b> After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p><b>Tier I instruction: GA Ready Math</b> All teachers will utilize the GA Ready Math student workbooks and the iReady Tool Box as a supplemental resource.</p> <p><b>Professional Learning Support:</b> Weekly ILT math planning sessions All grade level teams will meet with our ILT, Sarah Brownlow, each Wednesday to plan math instruction.</p>	<p>Star - DCSS ESGI - DCSS</p> <p>iLearn - Title I</p> <p>Classworks - Title I</p> <p>Freckle - DCSS</p> <p>After-school tutoring – Title I</p> <p>GA Ready Math Consumable Books – Title I</p> <p>ILT - Title I</p>

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**Black**

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<p><b>Hispanic</b></p>		
<p><b>K-2<sup>nd</sup></b></p>	<p>Data:  Kindergarten - Based on ESGI results, students receive MTSS intervention support.  Grades 1-2 - Based on STAR 360 math results, students receive MTSS intervention support (level 1) and additional classroom support (level 2).</p>	<p>Star - DCSS  ESGI - DCSS</p>

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<b>American Indian/Alaskan</b>		
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<b>K-2<sup>nd</sup></b>	<b>NA</b>	
<b>3<sup>rd</sup>-5<sup>th</sup></b>	<b>NA</b>	

<b>Asian/Pacific Islander</b>		
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<b>K-2<sup>nd</sup></b>	<p><b>Data:</b> Kindergarten - Based on ESGI results, students receive MTSS intervention support. Grades 1-2 - Based on STAR 360 math results, students receive MTSS intervention support (level 1) and additional classroom support (level 2).</p> <p><b>Intervention 1: iLearn</b> Within the classroom, individualized instruction is provided through iLearn. Provide math interventions twice per week using iLearn. Individual learning paths are established to address targeted weaknesses.</p> <p><b>Intervention 2: Classworks</b> Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p><b>Intervention 3: Freckle</b> Within the classroom, individual learning paths are established to address targeted weaknesses.</p> <p><b>Intervention 4: After-school Tutoring</b> After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p>	<p>Star - DCSS ESGI - DCSS</p> <p>iLearn - Title I</p> <p>Classworks - Title I</p> <p>Freckle - DCSS</p> <p>After-school tutoring – Title I</p>
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<b>Multi-Racial</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Kindergarten - Based on ESGI results, students receive MTSS intervention support.</p>	<p>Star - DCSS ESGI - DCSS</p>

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## English Learners

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<b>3<sup>rd</sup>-5<sup>th</sup></b>	<p>Grades 3-5 - Based on STAR 360 math results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 3-5 - Based on GMAS results, students scoring as “beginning learners” (level 1) receive MTSS intervention support.</p> <p>Intervention 1: iLearn Within the classroom, individualized instruction is provided through iLearn. Provide math interventions twice per week using iLearn. Individual learning paths are established to address targeted weaknesses.</p> <p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Freckle Within the classroom, individual learning paths are established to address targeted weaknesses.</p> <p>Intervention 4: After-school Tutoring After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier I instruction: GA Ready Math All teachers will utilize the GA Ready Math student workbooks and the iReady Tool Box as a supplemental resource.</p> <p>Professional Learning Support: Weekly ILT math planning sessions All grade level teams will meet with our ILT, Sarah Brownlow, each Wednesday to plan math instruction.</p>	<p>Star - DCSS</p> <p>iLearn - Title I</p> <p>Classworks - Title I</p> <p>Freckle - DCSS</p> <p>After-school tutoring – Title I</p> <p>GA Ready Math Consumable Books – Title I</p> <p>ILT - Title I</p>
<b>Students with Disabilities</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Kindergarten - Based on ESGI results, students receive MTSS intervention support. Grades 1-2 - Based on STAR 360 math results, students receive MTSS intervention support (level 1) and additional classroom support (level 2).</p>	<p>Star - DCSS ESGI - DCSS</p>



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	<p>Professional Learning Support: Weekly ILT math planning sessions All grade level teams will meet with our ILT, Sarah Brownlow, each Wednesday to plan math instruction.</p>	ILT - Title I
	<p>All SWD students: SuccessMaker Within the SWD classroom, individualized instruction is provided through SuccessMaker. Individualized learning paths are established to address targeted weaknesses.</p>	SuccessMaker - IDEA
3 <sup>rd</sup> -5 <sup>th</sup>	<p>Grades 3-5 - Based on STAR 360 math results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 3-5 - Based on GMAS results, students scoring as “beginning learners” (level 1) receive MTSS intervention support.</p>	Star - DCSS
	<p>Intervention 1: iLearn Within the classroom, individualized instruction is provided through iLearn. Provide math interventions twice per week using iLearn. Individual learning paths are established to address targeted weaknesses.</p>	iLearn - Title I
	<p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p>	Classworks - Title I

	<p><b>Intervention 3: Freckle</b>  Within the classroom, individual learning paths are established to address targeted weaknesses.</p> <p><b>Intervention 4: After-school Tutoring</b>  After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p><b>Tier I instruction: GA Ready Math</b>  All teachers will utilize the GA Ready Math student workbooks and the iReady Tool Box as a supplemental resource.</p> <p><b>Professional Learning Support:</b>  Weekly ILT math planning sessions  All grade level teams will meet with our ILT, Sarah Brownlow, each Wednesday to plan math instruction.</p> <p><b>All SWD students: SuccessMaker</b>  Within the SWD classroom, individualized instruction is provided through SuccessMaker. Individualized learning paths are established to address targeted weaknesses.</p>	<p>Freckle - DCSS</p> <p>After-school tutoring – Title I</p> <p>GA Ready Math Consumable Books – Title I</p> <p>ILT - Title I</p> <p>SuccessMaker - IDEA</p>
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<b>ELA</b>		
<b>Subgroup by grade level</b>	<b>Methods and Instructional Strategies to Strengthen Academic Program</b>  (Specify grade level if interventions is not applicable to all grade levels)	<b>Resource</b> (Local, Title I, Title III, Title IV, IDEA, Other)
2nd Grade	Class Size Reduction Teacher added to reduce the teacher-to-student ratio.	CSR Teacher - Title I
<b>Economically Disadvantaged</b>		
<b>K-2<sup>nd</sup></b>	<p>Data:            Kindergarten - Based on ESGI results, students receive MTSS intervention support.            Grades 1-2 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2).            Grades 1-2 - Based on STAR 360 Early Literacy results, students scoring in the bottom 25th percentile receive intervention support</p> <p>Intervention 1: MyOn            Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks            Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score            Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring            After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab            Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies            Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>AVID Materials – Title I</p>

	<p>Professional Learning Support: The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	ILT - Title I
<b>3<sup>rd</sup>-5<sup>th</sup></b>	<p>Data: Kindergarten - Based on ESGI results, students receive MTSS intervention support. Grades 1-2 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 1-2 - Based on STAR 360 Early Literacy results, students scoring in the bottom 25th percentile receive intervention support</p> <p>Intervention 1: MyOn Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support: The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>
<b>White</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Kindergarten - Based on ESGI results, students receive MTSS intervention support.</p>	STAR - DCSS

	<p>Grades 1-2 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2).</p> <p>Grades 1-2 - Based on STAR 360 Early Literacy results, students scoring in the bottom 25th percentile receive intervention support</p> <p>Intervention 1: MyOn Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support: The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	<p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>
<p><b>3<sup>rd</sup>-5<sup>th</sup></b></p>	<p>Data:</p> <p>Grades 3-5 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2).</p> <p>Grades 3-5 - Based on GMAS reading results, students scoring as “beginning learners” (level 1) receive MTSS intervention support.</p> <p>Grades 3-5 - Based on GMAS writing results, students scoring 0-1 (narrative) and/or 0-3 (informational/opinion) receive MTSS intervention support.</p> <p>Intervention 1: MyOn Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>

	<p>address Lexile deficits.</p> <p><b>Intervention 2: Classworks</b> Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p><b>Intervention 3: Write Score</b> Within the classroom, students receive small group instruction and individual conferencing.</p> <p><b>Intervention 4: After-school Tutoring</b> After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p><b>Tier 1 instruction: Bookworms Literacy Lab</b> Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p><b>Tier I instruction: AVID strategies</b> Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p><b>Professional Learning Support:</b> The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	<p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>
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**Black**

<b>K-2<sup>nd</sup></b>	<p><b>Data:</b> Kindergarten - Based on ESGI results, students receive MTSS intervention support. Grades 1-2 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 1-2 - Based on STAR 360 Early Literacy results, students scoring in the bottom 25th percentile receive intervention support</p> <p><b>Intervention 1: MyOn</b> Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p><b>Intervention 2: Classworks</b> Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Classwork - Title I</p>
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	<p>Intervention 3: Write Score Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support: The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	<p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>
3 <sup>rd</sup> -5 <sup>th</sup>	<p>Data: Grades 3-5 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 3-5 - Based on GMAS reading results, students scoring as “beginning learners” (level 1) receive MTSS intervention support. Grades 3-5 - Based on GMAS writing results, students scoring 0-1 (narrative) and/or 0-3 (informational/opinion) receive MTSS intervention support.</p> <p>Intervention 1: MyOn Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p>

	<p>Tier 1 instruction: Bookworms Literacy Lab Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support: The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	<p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>
<b>Hispanic</b>		
<p><b>K-2<sup>nd</sup></b></p>	<p>Data: Kindergarten - Based on ESGI results, students receive MTSS intervention support. Grades 1-2 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 1-2 - Based on STAR 360 Early Literacy results, students scoring in the bottom 25th percentile receive intervention support</p> <p>Intervention 1: MyOn Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p>



	<p>Tier I instruction: AVID strategies Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support: The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	<p>Avid Materials – Title I</p> <p>ILT - Title I</p>
<p><b>3<sup>rd</sup>-5<sup>th</sup></b></p>	<p>Data: Grades 3-5 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 3-5 - Based on GMAS reading results, students scoring as “beginning learners” (level 1) receive MTSS intervention support. Grades 3-5 - Based on GMAS writing results, students scoring 0-1 (narrative) and/or 0-3 (informational/opinion) receive MTSS intervention support.</p> <p>Intervention 1: MyOn Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support: The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>

<b>American Indian/Alaskan</b>		
<b>K-2<sup>nd</sup></b>	<b>NA</b>	
<b>3<sup>rd</sup>-5<sup>th</sup></b>	<b>NA</b>	
<b>Asian/Pacific Islander</b>		
<b>K-2<sup>nd</sup></b>	<p>Data:  Kindergarten - Based on ESGI results, students receive MTSS intervention support.  Grades 1-2 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2).  Grades 1-2 - Based on STAR 360 Early Literacy results, students scoring in the bottom 25th percentile receive intervention support</p> <p>Intervention 1: MyOn  Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks  Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score  Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring  After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab  Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies  Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support:  The Instructional Lead Teacher provides monthly professional</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>

	learning sessions on Bookworms' components.	
<b>3<sup>rd</sup>-5<sup>th</sup></b>	<p>Data:  Grades 3-5 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2).  Grades 3-5 - Based on GMAS reading results, students scoring as "beginning learners" (level 1) receive MTSS intervention support.  Grades 3-5 - Based on GMAS writing results, students scoring 0-1 (narrative) and/or 0-3 (informational/opinion) receive MTSS intervention support.</p> <p>Intervention 1: MyOn  Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks  Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score  Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring  After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab  Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies  Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support:  The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>
<b>Multi-Racial</b>		
<b>K-2<sup>nd</sup></b>	<p>Data:  Kindergarten - Based on ESGI results, students receive MTSS intervention support.</p>	STAR - DCSS

	<p>Grades 1-2 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 1-2 - Based on STAR 360 Early Literacy results, students scoring in the bottom 25th percentile receive intervention support</p> <p>Intervention 1: MyOn Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support: The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	<p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>
<p><b>3<sup>rd</sup>-5<sup>th</sup></b></p>	<p>Data: Grades 3-5 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 3-5 - Based on GMAS reading results, students scoring as “beginning learners” (level 1) receive MTSS intervention support. Grades 3-5 - Based on GMAS writing results, students scoring 0-1 (narrative) and/or 0-3 (informational/opinion) receive MTSS intervention support.</p>	<p>STAR - DCSS</p>

	<p>Intervention 1: MyOn Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support: The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	<p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>
<b>English Learners</b>		
<p><b>K-2<sup>nd</sup></b></p>	<p>Data: Kindergarten - Based on ESGI results, students receive MTSS intervention support. Grades 1-2 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 1-2 - Based on STAR 360 Early Literacy results, students scoring in the bottom 25th percentile receive intervention support Kindergarten - Grade 2 - Students qualify for small group instruction from a certified, ESOL endorsed teacher based on ACCESS results.</p> <p>Intervention 1: MyOn Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>

	<p>address Lexile deficits.</p> <p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support: The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p> <p>All EL students: LEXIA Within the EL classroom and during morning Lexia Lab, individualized instruction is provided through Lexia. Individualized learning paths are established to address targeted weaknesses. Individualized lessons are taught based on program proficiency and progress.</p> <p>Support: Co-teaching or resource support services are provided to increase language acquisition and academic understanding.</p> <p>Materials: Additional resources are used to increase language acquisition and deepen ELA content understanding. Flocabulary, Nearpod</p>	<p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p> <p>Lexia - Title III</p> <p>EL teachers</p> <p>Flocabulary/Nearpod - Title III</p>
<p><b>3<sup>rd</sup>-5<sup>th</sup></b></p>	<p>Data: Grades 3-5 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 3-5 - Based on GMAS reading results, students scoring</p>	<p>STAR - DCSS</p>

	<p>as “beginning learners” (level 1) receive MTSS intervention support.</p> <p>Grades 3-5 - Based on GMAS writing results, students scoring 0-1 (narrative) and/or 0-3 (informational/opinion) receive MTSS intervention support.</p> <p>Grades 3-5 - Students qualify for small group instruction from a certified, ESOL endorsed teacher based on ACCESS results.</p> <p><b>Intervention 1: MyOn</b>  Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p><b>Intervention 2: Classworks</b>  Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p><b>Intervention 3: Write Score</b>  Within the classroom, students receive small group instruction and individual conferencing.</p> <p><b>Intervention 4: After-school Tutoring</b>  After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p><b>Tier 1 instruction: Bookworms Literacy Lab</b>  Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p><b>Tier I instruction: AVID strategies</b>  Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p><b>Professional Learning Support:</b>  The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms’ components.</p> <p><b>All EL students: LEXIA</b>  Within the EL classroom and during morning Lexia Lab, individualized instruction is provided through Lexia. Individualized learning paths are established to address targeted weaknesses. Individualized lessons are taught based on program proficiency and progress.</p> <p><b>Support:</b>  Co-teaching or resource support services are provided to increase language acquisition and academic understanding.</p>	<p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p> <p>Lexia - Title III</p> <p>EL teachers</p>
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	<p>Materials: Additional resources are used to increase language acquisition and deepen ELA content understanding. Flocabulary, Nearpod</p>	<p>Flocabulary/Nearpod - Title III</p>
<b>Students with Disabilities</b>		
<p><b>K-2<sup>nd</sup></b></p>	<p>Data: Kindergarten - Based on ESGI results, students receive MTSS intervention support. Grades 1-2 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2). Grades 1-2 - Based on STAR 360 Early Literacy results, students scoring in the bottom 25th percentile receive intervention support</p> <p>Intervention 1: MyOn Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support: The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms' components.</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>



	<p>All SWD students: LEXIA  Within the SpEd classroom and during morning Lexia Lab, individualized instruction is provided through Lexia. Individualized learning paths are established to address targeted weaknesses. Individualized lessons are taught based on program proficiency and progress.</p>	Lexia - IDEA
3 <sup>rd</sup> -5 <sup>th</sup>	<p>Data:  Grades 3-5 - Based on STAR 360 ELA results, students receive MTSS intervention support (level 1) and additional classroom support (level 2).  Grades 3-5 - Based on GMAS reading results, students scoring as “beginning learners” (level 1) receive MTSS intervention support.  Grades 3-5 - Based on GMAS writing results, students scoring 0-1 (narrative) and/or 0-3 (informational/opinion) receive MTSS intervention support.</p> <p>Intervention 1: MyOn  Within the classroom, individualized instruction is provided through MyOn. Individual learning plans are established to address Lexile deficits.</p> <p>Intervention 2: Classworks  Within the classroom, individualized instruction is provided through Classworks. Paths are determined based on STAR 360 results.</p> <p>Intervention 3: Write Score  Within the classroom, students receive small group instruction and individual conferencing.</p> <p>Intervention 4: After-school Tutoring  After-school tutoring will be provided for students at-risk based on their STAR 360 results and teacher observations.</p> <p>Tier 1 instruction: Bookworms Literacy Lab  Within the classroom, whole-group, differentiated instruction and interventions are provided through Bookworms, a comprehensive reading program based on the GSE and individualized assessments.</p> <p>Tier I instruction: AVID strategies  Within the classroom, all students will utilize AVID strategies to increase their organizational and communication skills.</p> <p>Professional Learning Support:  The Instructional Lead Teacher provides monthly professional learning sessions on Bookworms’ components.</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Classwork - Title I</p> <p>Write Score - Title I</p> <p>After-school Tutoring – Title I</p> <p>Bookworms Materials - Title I</p> <p>Avid Materials – Title I</p> <p>ILT - Title I</p>

	<p>All SWD students: LEXIA</p> <p>Within the SpEd classroom and during morning Lexia Lab, individualized instruction is provided through Lexia. Individualized learning paths are established to address targeted weaknesses. Individualized lessons are taught based on program proficiency and progress.</p>	Lexia - IDEA

**Science**

Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program  (Specify grade level if interventions are not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
2nd Grade	Class Size Reduction Teacher added to reduce the teacher-to-student ratio.	CSR Teacher - Title I

**Economically Disadvantaged**

<b>K-2<sup>nd</sup></b>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p>
<b>3<sup>rd</sup>-5<sup>th</sup></b>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p>

	<p>Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STEM teacher - Title I</p> <p>MyOn - Title I</p>
<b>White</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p>
<b>3<sup>rd</sup>-5<sup>th</sup></b>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p>
<b>Black</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p>	<p>STAR - DCSS</p>

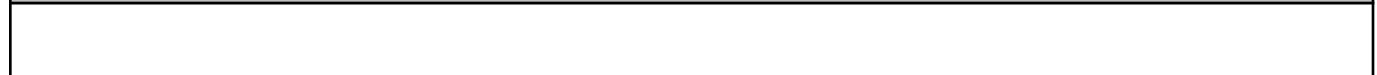
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<b>3<sup>rd</sup>-5<sup>th</sup></b>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p>
<b>Hispanic</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p>

3 <sup>rd</sup> -5 <sup>th</sup>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p>
<b>American Indian/Alaskan</b>		
K-2 <sup>nd</sup>	NA	
3 <sup>rd</sup> -5 <sup>th</sup>	NA	
<b>Asian/Pacific Islander</b>		
K-2 <sup>nd</sup>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p>
3 <sup>rd</sup> -5 <sup>th</sup>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p>

	<p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STEM teacher - Title I</p> <p>MyOn - Title I</p>
<b>Multi-Racial</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p>
<b>3<sup>rd</sup>-5<sup>th</sup></b>	<p>Data: Students receive additional informational reading support based on STAR 360 reading results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p>
<b>English Learners</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Students receive additional informational science support based</p>	

	<p>on STAR 360 reading results. Students qualify for small group instruction from a certified, ESOL endorsed teacher based on ACCESS results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p> <p>Materials: Additional resources are used to increase language acquisition and deepen science content understanding. Flocabulary, Nearpod</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p> <p>Flocabulary/Nearpod - Title III</p>
3 <sup>rd</sup> -5 <sup>th</sup>	<p>Data: Students receive additional informational science support based on STAR 360 reading results. Students qualify for small group instruction from a certified, ESOL endorsed teacher based on ACCESS results.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p> <p>Materials: Additional resources are used to increase language acquisition and deepen science content understanding. Flocabulary, Nearpod</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p> <p>Flocabulary/Nearpod - Title III</p>
<b>Students with Disabilities</b>		
K-2 <sup>nd</sup>	<p>Data: Students receive science instructional support based on their</p>	<p>STAR - DCSS</p>

	<p>current IEP. (Supportive and collaborative models are used.) Classroom supports are implemented according to each IEP.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p>
3 <sup>rd</sup> -5 <sup>th</sup>	<p>Data: Students receive science instructional support based on their current IEP. (Supportive and collaborative models are used.) Classroom supports are implemented according to each IEP.</p> <p>Tier 1 instruction: Science A-Z Grade-level instructional videos and lessons are utilized to enhance instruction and deepen understanding.</p> <p>Tier 1 instruction: STEM Lab Within the STEM classroom, whole-group and small group instruction are provided to strengthen scientific knowledge, technology skills and problem-solving proficiency.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>Science A-Z - DCSS</p> <p>STEM teacher - Title I</p> <p>MyOn - Title I</p>



**Social Studies**

Subgroup by grade level	Methods and Instructional Strategies to Strengthen Academic Program  (Specify grade level if interventions is not applicable to all grade levels)	Resource (Local, Title I, Title III, Title IV, IDEA, Other)
2nd Grade	Class Size Reduction Teacher added to reduce the teacher-to-student ratio.	CSR Teacher - Title I



<b>Economically Disadvantaged</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Students receive additional social studies reading support based on STAR 360 reading/early literacy results.</p> <p>Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>
<b>3<sup>rd</sup>-5<sup>th</sup></b>	<p>Data: Students receive additional social studies reading support based on STAR 360 reading/early literacy results.</p> <p>Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>
<b>White</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Students receive additional social studies reading support based on STAR 360 reading/early literacy results.</p> <p>Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>
<b>3<sup>rd</sup>-5<sup>th</sup></b>	<p>Data: Students receive additional social studies reading support based on STAR 360 reading/early literacy results.</p> <p>Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>
<b>Black</b>		
<b>K-2<sup>nd</sup></b>	<p>Data: Students receive additional social studies reading support based on STAR 360 reading/early literacy results.</p> <p>Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>
<b>3<sup>rd</sup>-5<sup>th</sup></b>	<p>Data: Students receive additional social studies reading support based on STAR 360 reading/early literacy results.</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>

	Support: MyOn – Individualized, leveled text Informational Guided Reading sets	
<b>Hispanic</b>		
<b>K-2<sup>nd</sup></b>	Data: Students receive additional social studies reading support based on STAR 360 reading/early literacy results.  Support: MyOn – Individualized, leveled text Informational Guided Reading sets	STAR - DCSS  MyOn - Title I
<b>3<sup>rd</sup>-5<sup>th</sup></b>	Data: Students receive additional social studies reading support based on STAR 360 reading/early literacy results.  Support: MyOn – Individualized, leveled text Informational Guided Reading sets	STAR - DCSS  MyOn - Title I
<b>American Indian/Alaskan</b>		
<b>K-2<sup>nd</sup></b>	<b>NA</b>	
<b>3<sup>rd</sup>-5<sup>th</sup></b>	<b>NA</b>	
<b>Asian/Pacific Islander</b>		
<b>K-2<sup>nd</sup></b>	Data: Students receive additional social studies reading support based on STAR 360 reading/early literacy results.  Support: MyOn – Individualized, leveled text Informational Guided Reading sets	STAR - DCSS  MyOn - Title I
<b>3<sup>rd</sup>-5<sup>th</sup></b>	Data: Students receive additional social studies reading support based on STAR 360 reading/early literacy results.  Support: MyOn – Individualized, leveled text Informational Guided Reading sets	STAR - DCSS  MyOn - Title I
<b>Multi-Racial</b>		
<b>K-2<sup>nd</sup></b>	Data:	

	<p>Students receive additional social studies reading support based on STAR 360 reading/early literacy results.</p> <p>Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>
3 <sup>rd</sup> -5 <sup>th</sup>	<p>Data: Students receive additional social studies reading support based on STAR 360 reading/early literacy results.</p> <p>Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>
<b>English Learners</b>		
K-2 <sup>nd</sup>	<p>Data: Students receive additional social studies reading support based on STAR 360 reading results and ACCESS results.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p> <p>Materials: Additional resources are used to increase language acquisition and deepen social studies content understanding. Flocabulary, Nearpod</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Flocabulary/Nearpod - Title III</p>
3 <sup>rd</sup> -5 <sup>th</sup>	<p>Data: Students receive additional social studies reading support based on STAR 360 reading results and ACCESS results.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p> <p>Materials: Additional resources are used to increase language acquisition and deepen social studies content understanding. Flocabulary, Nearpod</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p> <p>Flocabulary/Nearpod - Title III</p>
<b>Students with Disabilities</b>		
K-2 <sup>nd</sup>	<p>Students receive social studies instructional support based on their current IEP. (Supportive and collaborative models are used.) Classroom supports are implemented according to each IEP.</p> <p>Additional Support: MyOn – Individualized, leveled text</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>

	Informational Guided Reading sets	
3 <sup>rd</sup> -5 <sup>th</sup>	<p>Students receive social studies instructional support based on their current IEP. (Supportive and collaborative models are used.) Classroom supports are implemented according to each IEP.</p> <p>Additional Support: MyOn – Individualized, leveled text Informational Guided Reading sets</p>	<p>STAR - DCSS</p> <p>MyOn - Title I</p>

C. 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—

1. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;

Whole school services  
Counseling services are provided to all students using a scheduled, structured counseling model which includes:

- Classroom guidance lessons (AVID College/Career lessons/SEL)
- School wide events, assemblies and recognition
- Community service projects
- Attendance monitoring
- Support resources for teachers

In addition to providing school level services, our counselor, bilingual parent liaison and our Parent Engagement Specialist meet the individual technology, emotional and social needs of our subgroups by:

- Weekend food distribution
- Mentoring program
- Coat drives, clothes collections
- Family counseling
- Focus groups – divorce, test anxiety, depression
- Individual conferences

To meet the needs of our parents and families, our bilingual parent liaison shares assessment reports and provides instructional materials.

2. 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);

Career lessons are provided to all K-5 students  
Career day (March)  
Community visitors and presentations  
College visits for all 5<sup>th</sup> grade students

3. 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.);

Celebrating behavior:

- Character Counts recognition board (Using Capturing Kids' Hearts monthly words)
- Spotlight board for exemplary work
- Recognition on the BEES Morning Show for outstanding citizenship
- Class recognition for following the BEE Promises
- Lunch bunch groups for positive peer interaction

MTSS Process:

- Regular data analysis meetings to monitor achievement and growth
- Analysis of data at the team level - STAR, Write Score, GMAS, ESGI
- Monthly Tier 2 meetings to monitor and determine next steps (Admin. team)
- Routine MTSS committee meetings to monitor/adjust interventions
- Weekly interventions provided by classroom teachers

EIP:

- Students are identified at the beginning of the year based upon the state rubric and local assessments.
- Once students are identified, additional small group support is provided.
- Academic interventions and progress are monitored through MTSS.
- Parent communication is heightened for these students.

4. **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;

Professional learning opportunities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data are provided throughout the year:

Weekly data meetings are held with the Instructional Lead Teacher to review STAR, ESGI and Write Score.

During weekly team planning, the instructional leadership team meets with each grade level to evaluate and analyze state, district and local assessments.

Action plans are designed to meet individual classroom and student needs.

Model lessons and individual coaching sessions are provided as needed.

Collaborative team planning sessions are held each week and periodically attended by the school Instructional Lead Teacher.

Professional learning sessions are held twice each month. (DLI literacy, math planning, Bookworms SR/DI/ELA)

A strong mentor program is in place. (Peer observations, feedback sessions, extended planning sessions)

The leadership team meets regularly to reflect on team level data, evaluate the School Improvement plan and determine the “next steps” for the school.

Feedback conferences occur after each TKES walkthrough or formative visit.

Instructional posters will be made with AVID strategies, Bookworms anchor charts, math UBD charts to increase the use of consistent instructional practices across classrooms and grade levels.

An additional layer of support and training is provided to novice and at-risk teachers:

- A mentoring program is well established.
- Monthly new teacher professional development is provided.
- Additional planning time is provided.
- Additional funding for supplies is provided.
- Increased peer observations and feedback sessions are offered.
- Additional support from the Instructional Lead Teacher is in place.
- Continued professional learning is monitored.
- Common planning sessions are provided at each grade level to encourage and support collaboration.

All of Beulah’s teachers are Highly Qualified by holding a current teaching certificate in their area of instruction.

5. Strategies for assisting preschool children in the transition from early childhood education (elementary schools only). Middle Schools will indicate an N/A.

Building relationships with our families begins before students enter kindergarten.

- Individual family conferences
- Preschool parent workshops (Games, skills, etc.)
- Neighborhood and preschool visits
- Kindergarten Camp to prepare for the home/school transition

Implementing Extended Learning to reduce summer learning loss.

- Summer School

## Evaluation of Schoolwide Plan

### III. Evaluation of Schoolwide Plan

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.

Describe how you are monitoring the expenditures in your Title I Program (budget) using GMAS or other indicators.

Beulah's School Improvement Plan is reviewed and revised regularly by the entire leadership team. All staff members are invited to attend if desired.

Monitoring dates have been established for the 2022-2023 school year. The Leadership Team meets the fourth Thursday of each month from 3:00-4:15 to monitor student achievement, instructional programs, and school processes.

During each monitoring session, our leadership team will evaluate each purchase and its impact on student achievement. Monitoring will include program usage charts, program reviews and material questionnaires. After compiling and reviewing the information, the team will determine if revisions or adjustments are necessary.

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.

Student achievement is monitored routinely throughout the year.

**STAR** - Star data is monitored each month to determine current levels of student achievement and student growth percentiles. Reports analyzed include: instructional planning, screening and GMAS predictors. Subgroup data is monitored during each session. The instructional and administrative teams meet with individual subgroup teachers to analyze the achievement and progress of each group. (EL, SWD and Gifted & Talent)

**Write Score** - Write Score data is analyzed each semester to monitor classroom instruction and student performance. Small group sessions and individual conferences are created based on the assessment results.

**ESGI** - Early literacy and numeracy skills are monitored each month using the ESGI platform for our kindergarten students.

**MTSS** - Tier 2 and Tier 3 team meetings are held each month to monitor the achievement and progress of our at-risk students. Instructional decisions and changes are made based on these monitoring sessions.

**Lexia** - Lexia data is used to monitor the literacy progression of our EL and SWD students.

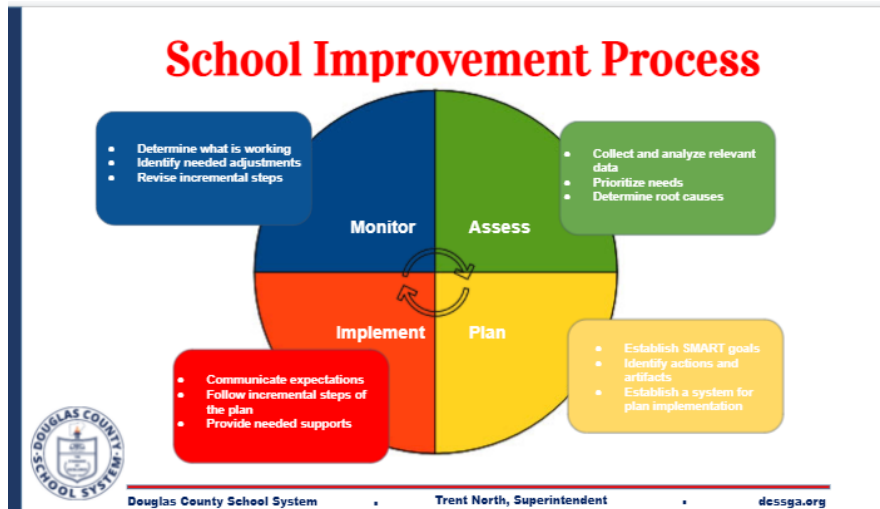
**Success Maker** – Success Maker data is used to monitor the mathematical progression of our SWD students.

**ACCESS and GMAS** – Access and GMAS data are reviewed at the conclusion of each year to determine the effectiveness of our instructional improvement plan.

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

The school's leadership team and members of our Parent Advisory Council meet routinely to review the plan and make any necessary adjustments or changes. (PAC meetings - 9/12/22, 2/1/23, 5/4/23)

Leadership Team – fourth Thursday of each month) Data is reviewed, strategies are critiqued and purchases are evaluated. Each budgeted item that has not been purchased, is discussed and revisited. Changes are made if necessary. The DCSS SIP process is followed to review the plan.



### 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.

Describe how you offer parents the opportunity to **develop** the Parent and Family Engagement Plan. Discuss how you **distribute** the plan and include information about the plan being in an **understandable and uniform format**. If you translate the plan, specify the **languages** you **translate** the plan in. Discuss how it's made **available** to the public and **updated periodically**.

Our Parent Engagement Specialist and our Bilingual Parent Liaison reviewed the 2021-2022 Title I Parent Survey to gain a better understanding of our families' needs and wants. Using this information, a draft of the Parent Engagement Plan was created. The drafted plan was presented to the Parent Advisory Council and school staff for discussion, review and revision. In August, a final plan was created and presented to the DCSS Family Engagement Specialist for approval. Physical copies of the plan are available to all stakeholders when they visit the school office or Parent Resource Center. Electronic copies of the engagement plan can be found on Beulah's website and Facebook page. The plan is available in English and Spanish. Our bilingual parent liaison is available to provide explanations or assistance as needed.

The plan is reviewed at each Parent Advisory Council meeting and revisions are made as necessary. Our parent liaison will help facilitate each parent engagement opportunity. Additional parent workshops will be provided throughout the year if requested or needed. [22-23 Parent Engagement Action Plan](#)

### SCHOOLWIDE PLAN DEVELOPMENT-- Section 1114(2)(B) (i-iv)

#### III. Schoolwide Plan Development



- a. The Title I Schoolwide Plan) **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 the 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 this section;

The Title I Schoolwide Plan will be reviewed and revised multiple times throughout the year. (PAC meetings - 9/12/22, 2/1/23, 5/4/23 and Leadership Team – fourth Thursday of each month) The Leadership Team and Parent Advisory Council will participate in each revision session.

Review sessions will include:

Monitoring expenditures  
Monitoring student achievement data  
Analyzing subgroup performance  
Determining effectiveness of strategies  
Revising as needed

- b. The Title I Schoolwide Plan 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;

The School Improvement Committee consists of teachers, support personnel, paraprofessionals, administrators, parents and community members. Each member serves a vital role in preparing and writing the SIP and the Home/School Compacts. The members work together to evaluate the data, analyze the results, discover the strengths and weaknesses, determine the root causes, research effective strategies, gather materials and finally create the plan. Before the plan and budgets are finalized, the documents are reviewed by district personnel and returned for corrections if needed.

All members of the team will participate in multiple revision sessions throughout the school year.

- c. The Title I Schoolwide Plan 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;

Student data is monitored on a monthly basis (STAR, ESGI, Write Score, Lexia, Success Maker) revisions are made to the improvement plan based on student achievement and progress results.

Formal revision dates have been established - (PAC meetings - 9/12/22, 2/1/23, 5/4/23 and Leadership Team – fourth Thursday of each month)

Carry-over money will be used to purchase materials needed based on the monthly data analysis and to support professional learning sessions.

- d. The Title I Schoolwide Plan is available to the local educational 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.

Physical copies of the plan are available to all stakeholders when they visit the school office or Parent Resource Center. Electronic copies of the Title I Schoolwide Plan can be found on Beulah’s website and Facebook page. The plan is available in English and Spanish. Our bilingual parent liaison are available to provide explanations or assistance as needed.

- e. The Title I Schoolwide Plan 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

Our local partners assisted with the development of our nutritional support program for our students. Beulah Baptist supplies our weekend food bags.

We partner with our local Head Start program to support our parents of preschoolers.

### Additional Federal REQUIREMENTS TO INCLUDE IN YOUR SCHOOLWIDE PLAN

- IV. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B) **No Technology or Supplies**

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
Parent Engagement Facilitator	Family Engagement		X			<a href="#">Family Engagement Strategies   REL Southwest</a>
Bilingual Liaison	All	X				<a href="https://ies.ed.gov/ncee/edlabs/regions/central/pdf/transcript">https://ies.ed.gov/ncee/edlabs/regions/central/pdf/transcript</a>

						<a href="#">webinar-english-language-learners.pdf</a>
ILearn	Math	X				<a href="https://eric.ed.gov/?q=iLearn&amp;id=EJ1173579">https://eric.ed.gov/?q=iLearn&amp;id=EJ1173579</a>
Classworks	ELA/Math		X			<a href="https://www2.ed.gov/pubs/EdReformStudies/TechReforms/chap2b.html">https://www2.ed.gov/pubs/EdReformStudies/TechReforms/chap2b.html</a>
Bookworms	Literacy	X				<a href="https://www2.ed.gov/programs/innovapproaches-literacy/university-of-delaware-ial-project-evaluation.pdf">https://www2.ed.gov/programs/innovapproaches-literacy/university-of-delaware-ial-project-evaluation.pdf</a>
Instructional Lead Teacher	All	X				<a href="https://www2.ed.gov/admins/tchrqual/learn/preparingteachersconference/justiz.html">https://www2.ed.gov/admins/tchrqual/learn/preparingteachersconference/justiz.html</a>
MyOn	Reading	X				<a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a>
Write Score	ELA	X				<a href="https://eric.ed.gov/?q=WRITE+SCORE&amp;id=ED558280">https://eric.ed.gov/?q=WRITE+SCORE&amp;id=ED558280</a>
STEM Instruction	Science/Technology/Engineering/Math		X			<a href="https://www2.ed.gov/about/inits/list/hispanic-initiative/stem-factsheet.pdf">https://www2.ed.gov/about/inits/list/hispanic-initiative/stem-factsheet.pdf</a>
Georgia Ready Consumable Books	Math		X			<a href="https://www.curriculumassociates.com/research-and-efficacy">https://www.curriculumassociates.com/research-and-efficacy</a>
Class Size Reduction Teacher/Sub (CSR)	All Content Areas	X				<a href="https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_11.asp">https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_11.asp</a>
Translating	All	X				<a href="https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2008049main.pdf">https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2008049main.pdf</a>

**Sources for Determining the Level of Research:** (If you press control + click on the source, it will take you directly to the site)

- US Department of Education
- What Works Clearinghouse
- Evidence for ESSA
- Best Evidence Encyclopedia

- A. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

At Beulah, we have a high percentage of Hispanic families. We embrace these families, desire to learn about their culture, and work to bridge any existing communication concerns. All documents are printed in both English and Spanish. Bilingual parent liaisons are present at each and every event. We have translators available at conferences and ready to greet our parents when they enter the doors. We also host a HUGE Hispanic Heritage in the fall to celebrate their culture and Heritage. We also encourage staff members to pursue their ESOL endorsement to gain an awareness of appropriate and effective ways to build relationships with all our families - even when there are challenges to overcome.

- B. If a **middle or high school**, describe how the school will implement strategies to facilitate effective transitions for students from **middle grades to high school** and from **high school to postsecondary education** including, if applicable—

1. Through coordination with institutions of higher education, employers, and other local partners;

Our students with special education services have a 6th grade transition IEP meeting.  
5th grade students visit Turner Middle School in May. (They meet with the counselor, visit a few rooms, tour the school, listen to the band and attend a chorus concert.)  
The middle school has an open house event just for rising 6<sup>th</sup> graders to visit.  
Before school officially opens in the fall, the middle school hosts a 6<sup>th</sup> grade summer camp to help the students feel confident and comfortable as they transition from elementary to middle school.  
Our elementary counselor provides guidance lessons to reduce stress and raise excitement.

2. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.  
Sec. 1112(b)(10)

We provide gifted services for our students who are eligible for the Gifted and Talented program. We have 2 additional teachers (Miller, Walker) in the building who hold their gifted endorsement and use effective strategies and resources in their classroom to maximize the learning experience of gifted students.




High performing 5th grade students have the opportunity to take advanced math courses in middle school.

5th grade students in our Dual Immersion Program have the opportunity to take advanced-level Spanish at Turner Middle School.

## Title I Budget Crosswalk

### V. Title I Budget Crosswalk with Title I Schoolwide Plan:

List **ALL** expenditures included in Title I Budget Detail Plan (BDP) and specify the page number of

MyOn	19-44	\$4,918
iLearn	5-18	\$5,000
Write Score	4, 19-34	\$4,671
Classworks	6-34	\$5,000
Sarah Brownlow (ILT)	6-34, 46	\$62,026
ILT benefits	6-34, 46	\$29,208
Translation of Compacts	50	\$500
Printing Compacts/PIP	50	\$300
Bianca Perez (Parent Liaison)	50, 53	\$22,528
Parent Liaison Benefits	50, 53	\$268
Parent Engagement Facilitator	50, 53	\$3,000
Class Size Reduction teacher (Taylor Dent)	6, 19, 34, 40	\$48,000
Class Size Reduction teacher benefits	6, 19, 34, 40	\$29,700
Substitutes for class size reduction teacher	6, 19, 34, 40	\$1,080
Michelle Bonds (STEM)	34-41	\$79,185
STEM teacher benefits	34-41	\$29,700
Bookworms (Consumable books)  Q-28954 Beulah Elementary School (GA) (2).pdf	19-34	\$1,360
GA Ready Math Consumable Books  GA_Beulah ES_RepQuote293406.2.pdf	5-18	\$10,768
Bookworms (Teachers' manuals)  Q-28939 Beulah Elementary School (GA) (4).pdf	19-34	\$1,600
Total Title I Budget		\$338,812

## Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number of where it is located in this Title I Schoolwide Plan. *This section will be added after you receive carryover funds.*

Budget Expenditure	Page in Title I Schoolwide Plan	Amount

\*\*You will need to resubmit your Title I Schoolwide Plan if you add additional items in your Carryover Budget that are not included in the original Title I Budget Detail Plan.

**X** This plan was reviewed and updated for the current school year. The content of the plan will be used to budget Title I funds. A review of the plan will be conducted as student achievement data is reviewed throughout the year.