

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

PROGRAM EVALUATION FOR THE 2022-2023 SCHOOL YEAR

Principal Name: Lenise Bostic

School's Name: South Salem Elementary

Annually evaluating the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).



Directions Evaluate your Title I SWP by using the data provided in your Comprehensive Needs Assessment (CNA) to determine if your goals for each area were met.

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2022-2023 Program Evaluation of the Schoolwide Plan

Goals and Strategies

Math

SMART Goal:

During the 2022-2023 school year, students will show an average gain equal to or greater than 3% growth on the post-test assessment in math as measured by the GMAS and POST-TEST assessment.

Smart Goal Met? Smart Goal Not Met?

Grade Level	BOY IOWA Standard Score Math	EOY IOWA Standard Score Math	Overall Growth %	Gains Yes or No
1 st	130.4	139.6	7%	Yes
2 nd	138.8	153.1	10%	Yes
3 rd	161.8	174.4	8%	Yes
4 th	176.5	184.3	4%	Yes
5 th	183.7	190.6	4%	Yes

ELA/Reading

SMART Goal:

During the 2022-2023 school year, we will show an average gain equal to or greater than 3% of the students on the post-test assessment in reading as measured by the GMAS and Post-Test assessment.

Smart Goal Met? Smart Goal Not Met?

Grade Level	BOY IOWA Standard Score ELA	EOY IOWA Standard Score ELA	Overall Growth %	Gains Yes or No
1 st	128.9	139.7	8%	yes
2 nd	140.1	147.8	5%	yes
3 rd	163.1	171	5%	yes
4 th	181.3	190.2	5%	yes
5 th	188.9	199	5%	yes

Science

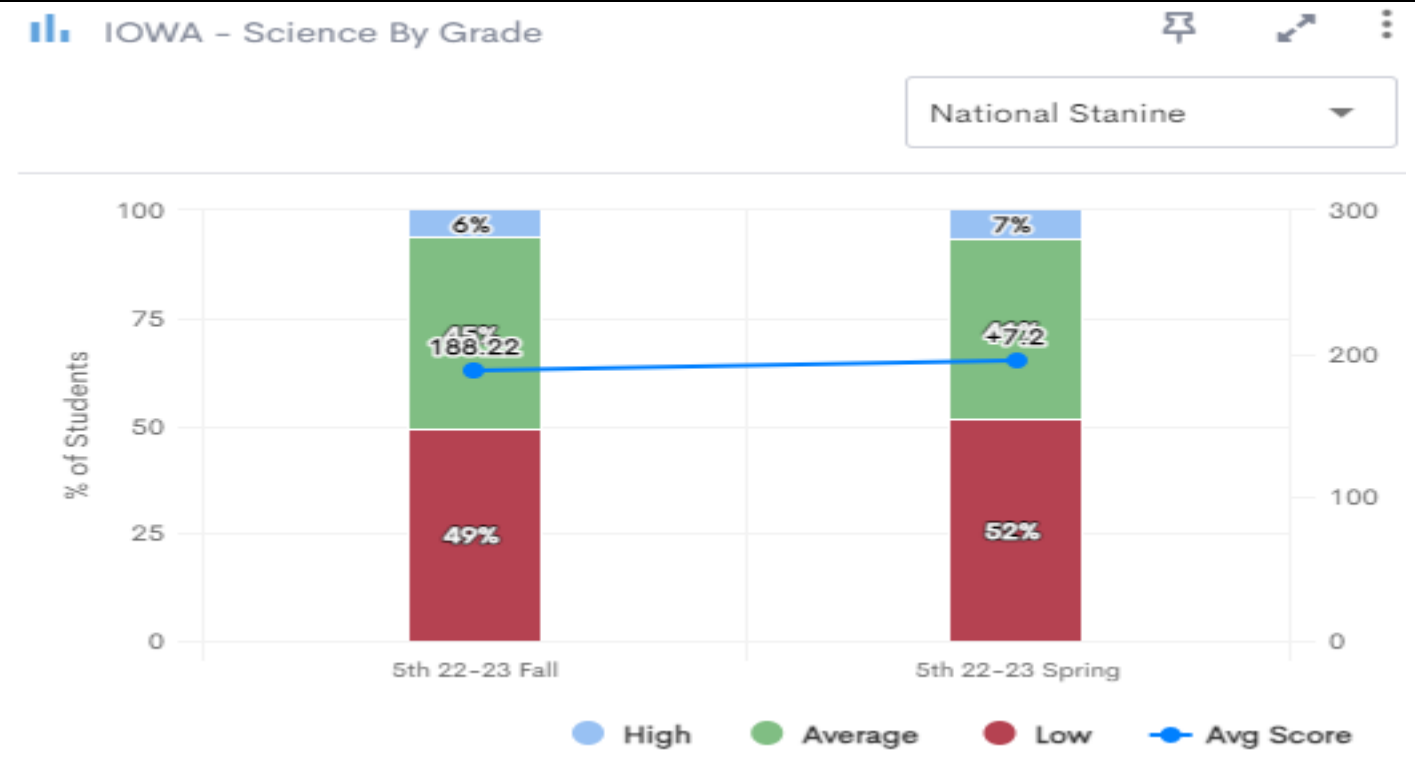
SMART Goal:

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-During the 2022-2023 school year, students in 5th grade will show an average gain equal to or greater than 3% of the students on the post-test assessment in science as measured by the GMAS and Post-Test assessment.

-During the 2022-2023 school year, students in 1st-4th grade will show an average gain equal to or greater than 3% of the students on the post common assessments for each science unit.

Smart Goal Met? Smart Goal Not Met?



Social Studies

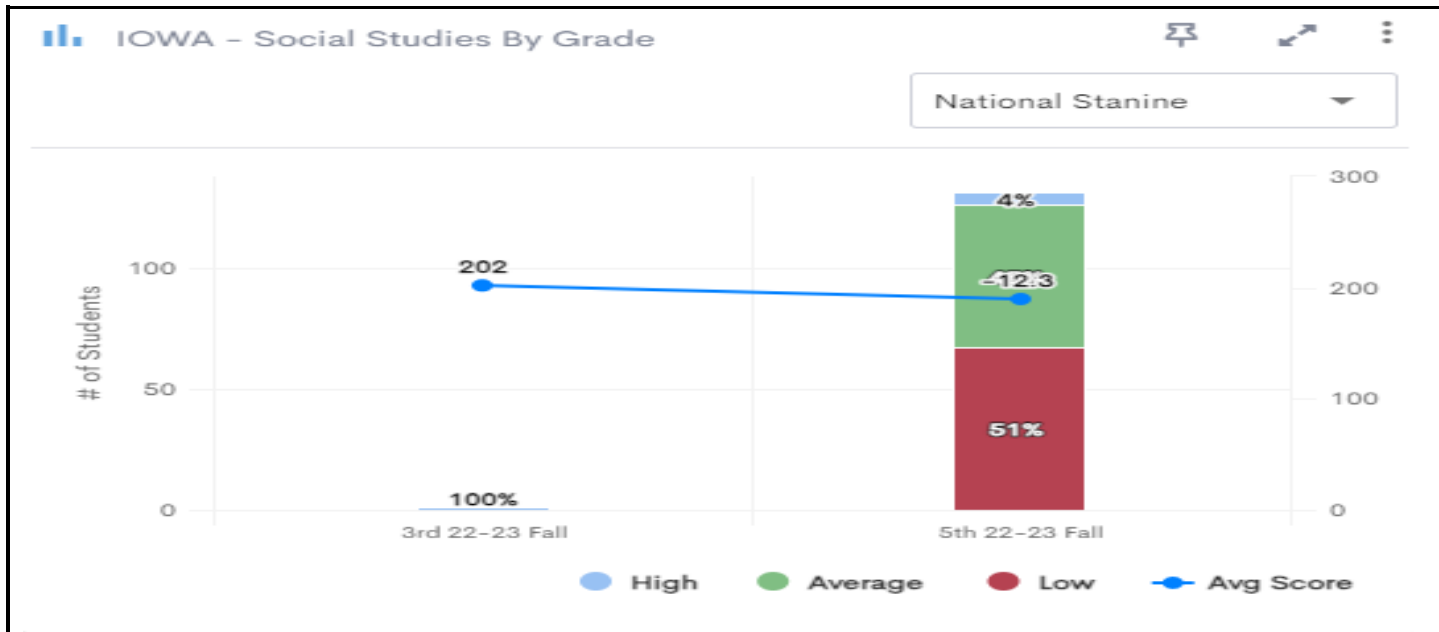
SMART Goal:

-During the 2022-2023 school year, students in 5th grade will show an average gain equal to or greater than 3% of the students on the post-test assessment in science as measured by the GMAS and Post-Test assessment.

-During the 2022-2023 school year, students in 1st-4th grade will show an average gain equal to or greater than 3% of the students on the post common assessments for each science unit.

Smart Goal Met? Smart Goal Not Met?

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024



Support Areas

Directions: Describe how parent and family engagement, technology, professional learning, and student behavior/attendance influenced student achievement.

Parent and Family Engagement:	South Salem Elementary hosted opportunities for parents and families to engage with the faculty and staff through the annual Title I Orientation, Family Math Night, Family Literacy Night, the annual Title I Stakeholder Input Meeting, fall parent-teacher conferences, and spring parent-teacher conferences. These meetings provided resources and strategies for parents and families to help increase their student's academic achievement. Teachers were also provided with four professional development sessions to build their capacity with parent and family engagement. Through the meetings parents and families received access to strategies and tools to support their child academic growth. The accessibility to attending virtually increased participation.
Technology:	Due to virtual learning, technology was incorporated throughout each lesson taught. Students used Chromebook, iPad, and various software programs daily.
Professional Learning:	Teachers participated in professional development provided by administrators and instructional coaches, such as math professional learning and professional learning communities.
Student Behavior and Attendance:	Student behavior incidences went down dramatically. The use of PBIS and reteaching expectations decreased the number of discipline referrals. South Salem received recognition as a distinguished PBIS school due to the decreased number of incidents and an increase in the implementation of the program, thus increasing the overall morale of the school.

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SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

School Name: South Salem Elementary School		District Name: Newton County
Principal Name: Dr. Vanshelle Turner		School Year: 2023-2024
School Mailing Address: 5335 Salem Road, Covington, GA 30016		
Telephone: 678-342-5907		
District Title I Director/Coordinator Name: Dr. Andrea Kinney		
District Title I Director/Coordinator Mailing Address: 2109 Newton Drive, NE, Covington, GA 30014		
Email Address: kinney.andrea@newton.k12.ga.us		
Telephone: 770-787-1330 ext. 1248		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Comprehensive Support School <input type="checkbox"/>		Targeted Support School <input checked="" type="checkbox"/>
Title I Alert School <input type="checkbox"/>		
Revision Date: 6/6/2019	Revision Date: 9/9/2019	Revision Date: 11/26/2019
Revision Date: 6/15/2020	Revision Date: 8/4/2020	Revision Date: 6/10/2021
Revision Date: 8/3/2021	Revision Date: 5-25-2022	Revision Date: 7/28/2022
Revision Date: 5/30/2023	Revision Date:	Revision Date:

DISTRICT STRATEGIC GOALS

Strategic Goal Area I: Student achievement and success

- Performance Objective A: Increase student mastery of standards
- Performance Objective B: Increase opportunities for students to demonstrate success beyond test scores.
- Performance Objective C: Increase graduation rate

Strategic Goal Area II: High-quality workforce

- Performance Objective A: Recruit a high-quality workforce.
- Performance Objective B: Increase capacity of staff to deliver and support high-quality instruction.
- Performance Objective C: Retain high-quality personnel by cultivating and supporting staff.

Strategic Goal Area III: Culture, Climate, & Communication

- Performance Objective A: Provide an equitable and inclusive learning environment.
- Performance Objective B: Provide opportunities for two-way communication with all stakeholders.
- Performance Objective C: Ensure strong community partnerships.

Strategic Goal Area IV: Organizational and operational effectiveness

- Performance Objective A: Ensure a systemic culture of safety.
- Performance Objective B: Provide high-quality operational and instructional supports.
- Performance Objective C: Utilize professional learning communities to improve performance.
- Performance Objective D: Utilize performance management strategies aligned to the strategic plan.



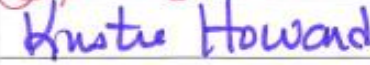
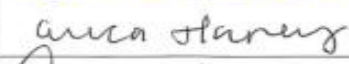



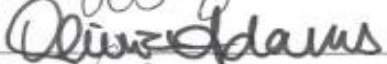

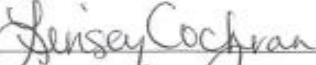


SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

South Salem Elementary 2023 Title I Summer Program Planning

Sign-In Sheet

Date: May 30, 2023

Time of Meeting(s): 9 a.m. – 3 p.m.

Printed Name	Signature	Position/Title
Stephanie Thomas		Quest
Lindsey Mickle		Kinder.
Kristie Howard		EIP
Erica Haney		MDD
Jennifer Hollingsworth		5 th
Brenda Shepherd		PK Teacher
Buffy Day		IC
Olivia Adams		IC teacher
VanStelle Turner		AP
Linsey Cochran		MTSS
Lenise Bostic		Principal
Amanda Ristic		Spanish

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**South Salem Elementary
2023 Title I Summer Program Planning**

Sign-In Sheet

Date: May 30, 2023

Time of Meeting(s): 9 a.m. – 3 p.m.

Printed Name	Signature	Position/Title
Jeffery Hughes	<i>Jeffery Hughes</i>	Assistant Principal
Jessica Salmon	<i>Jessica Salmon</i>	Assistant Principal

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Dr. Lenise Bostic		Principal
Ms. Jessica Salmon		Assistant Principal/Title I Contact
Mr. Jeffery Hughes		Assistant Principal
Dr. Vanshelle Turner		Assistant Principal
Ms. Buffy Day		Instructional Coach
Ms. Brenda Shepherd		Pre-K Teacher
Ms. Linsey Mickle		Kindergarten Teacher
Ms. Olivia Adams		First Grade Teacher
Ms. Erica Haney		Special Education
Ms. Linsey Cochran		MTSS
Ms. Jennifer Hollingsworth		Fifth Grade Teacher
Ms. Stephanie Thomas		Gifted
Ms. Kristie Howard		EIP
Ms. Amanda Restivo		Spanish

SWP/SIP Components

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

1. 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.

We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were...

Response:

For the current plan revisions, a planning team met on May 30^h to develop the school-wide plan, with participation from parents and other staff members. The planning team consisted of the following participants: Lenise Bostic (Principal), Jeffery Hughes (Assistant Principal), Jessica Salmon (Assistant Principal), Vanshelle Turner (Assistant Principal), Buffy Day (Instructional Coach), Lindsey Mickle (Teacher), Olivia Adams (Teacher), Kristie Howard (Teacher), Jennifer Hollingsworth (Teacher). Brenda Shepherd (Teacher), Stephanie Thomas (Teacher).

We have used the following instruments to obtain this information . . .

Response:

As part of the comprehensive needs assessment data gathering process, the planning team brainstormed and outlined data sets to be used in conducting the comprehensive needs assessment. The following data sets were identified: GKIDS data, POST-TEST Assessment, and student demographic information data. Once the data was collected an analysis was completed which provided the team the ability to identify, student academic strengths and weakness, areas of growth and development, root causes of academic concern, instructional strategies that have yielded student success, and the ability to establish SMART goals.

School Demographics Comparison Data

	2019-2020	2020-2021	2021-2022	2023-2024
Total Enrollment	808	839	856	858
% Black	59%	63%	67%	68%
% White	21%	17%	15%	13%
% Hispanic	13%	14%	13%	13%
% Asian	>1%	>1%	>1%	1%
% American Indian	>1%	>1%	>1%	0%
% Pacific Islander	0	>1%	>1%	>1%
% Multi-Racial	0.06%	0.065	>1%	5%

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% Male	51%	50%	50%	50%
% Female	49%	50%	50%	50%
Free & Reduced Lunch	81%	n/a*	n/a*	n/a
Special Ed. Enrollment	16%	16%	18%	22%
Gifted Enrollment	>1%	>1%	%	6%
ESOL Enrollment	>1%	>1%	7%	6%
Mobility Rate	31.27%	26.54%		

School Demographics 2023-2024

Total Enrollment Total	% Black	% White	% Hispanic	% Asian	% American Indian	Native Hawaiian or Other Pacific Islander	% Multi-Racial	% Male	% Female
858	68%	13%	13%	1%	0%	>1%	5%	50%	50%

	Number of Students	Percent of Student Population
Free and Reduced Lunch	All students received free lunch provided through the USDA waiver.	
Special Education Enrollment	186	22%
Gifted Enrollment	49	6%
EIP Enrollment	252	29%
ESOL Program Enrollment	53	6%
Mobility Rate (%)	32.85%	

School Demographics 2021-2022

Total Enrollment Total	% Black	% White	% Hispanic	% Asian	% American Indian	Native Hawaiian or Other Pacific Islander	% Multi-Racial	% Male	% Female
856	67%	15%	13%	>1%	>1%	>1%	>1%	50%	50%

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Free and Reduced Lunch	All students received free lunch provided through the USDA waiver.	
Special Education Enrollment	155	18%
Gifted Enrollment	33	4%
EIP Enrollment	261	30%
ESOL Program Enrollment	61	7%
Mobility Rate (%)		

School Demographics 2020-2021

Total Enrollment Total	% Black	% White	% Hispanic	% Asian	% American Indian	Native Hawaiian or Other Pacific Islander	% Multi-Racial	% Male	% Female
839	63%	17%	14%	>1%	>1%	0	0.06%	51%	49%

	Number of Students	Percent of Student Population
Free and Reduced Lunch	All students received free lunch provided through the USDA waiver.	
Special Education Enrollment	135	16%
Gifted Enrollment	42	5%
EIP Enrollment	144	17%
ESOL Program Enrollment	57	7%
Mobility Rate (%)		26.54%

Retention Rate Comparison Data

	2020-2021	2021-2022	2023-2024
Pre-K	0%	0%	0%
Kindergarten	0%	0%	0%
1 st	0%	0%	0%
2 nd	0%	0%	0%
3 rd	0%	0%	0%
4 th	0%	0%	0%
5 th	0%	0%	0%

2022 – 2023 Retention Rates (percent of students in grade level retained)

Total Number Retained	% Pre-K	% Kdg.	% 1 st	% 2 nd	% 3 rd	% 4 th	% 5 th
	0	0	0	0	0	0	0

2021 – 2022 Retention Rates (percent of students in grade level retained)

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Total Number Retained	% Pre-K	% Kdg.	% 1 st	% 2 nd	% 3 rd	% 4 th	% 5 th
	0	0	0	0	0	0	0

2020 – 2021 Retention Rates (percent of students in grade level retained)

Total Number Retained	% Pre-K	% Kdg.	% 1 st	% 2 nd	% 3 rd	% 4 th	% 5 th
	0	0	0	0	0	0	0

Summary of Data: No student has been retained since the 2018-2019 school year.

Student Achievement GKIDS 2022-2023

Content Area/Strand	NYA	NYD	PC	BE	EM	DV	DM	EX
Legend: 125 students	NYA-Not yet assessed, NYD-not yet demonstrated, PC-precursor, BE-Beginning, EM-emerging, DV-developing, DM-demonstrating, EX- exceeding							
English LA								
Phonemic Awareness	0%	4%	4%	4%	18%	17%	33%	21%
Phonics	0%	6%	--	4%	10%	22%	38%	19%
High-Frequency Words	0%	5%	--	14%	16%	17%	14%	34%
Comprehension	0%	1%	9%	7%	13%	20%	22%	29%
Conventions of Writing	0%	2%	6%	8%	15%	25%	27%	18%
Spelling	0%	6%	--	7%	14%	33%	31%	9%
Communication of Ideas	0%	4%	2%	18%	16%	17%	37%	6%
Mathematics	NYA	NYD	PC	BE	EM	DV	DM	EX
Shapes	0%	9%		2%	8%	30%	38%	13%
Counting-Number	0%	2%		6%	13%	21%	34%	24%
Counting-Objects	0%	1%		6%	12%	19%	19%	43%
Compare	0%	6%		2%	8%	16%	38%	30%
Addition and Subtraction	0%	4%		7%	10%	28%	36%	14%

Summary of GKIDS Data: Overall students performed higher in math than ELA. Strengths (based on students who were demonstrating to exceeding) in math were comparing (68%) and counting objects

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(62%). The strengths (based on students who were demonstrating to exceeding) in ELA were phonics (57%) and phonemic awareness (54%). The lowest performing areas (based on students who were beginning to developing) in math are Addition/Subtraction (45%) and Shapes and counting numbers (40%). The lowest performing areas (based on students who were beginning to emerging) in ELA are communication of ideas (33%) and high frequency words (30%).

Student Achievement GKIDS 2021-2022

Content Area/Strand	NYA	NYD	PC	BE	EM	DV	DM	EX
Legend: 127' students	NYA-Not yet assessed, NYD-not yet demonstrated, PC-precursor, BE-Beginning, EM-emerging, DV-developing, DM-demonstrating, EX- exceeding							
English LA								
Phonemic Awareness	0%	5%	1%	7%	12%	25%	37%	13%
Phonics	0%	7%	--	4%	7%	21%	54%	6%
High-Frequency Words	0%	9%	--	6%	27%	28%	20%	11%
Comprehension	0%	3%	6%	9%	16%	19%	39%	9%
Conventions of Writing	0%	6%	2%	6%	14%	28%	38%	7%
Spelling	0%	8%	--	3%	13%	31%	36%	8%
Communication of Ideas	0%	5%	4%	6%	28%	24%	31%	4%
Mathematics	NYA	NYD	PC	BE	EM	DV	DM	EX
Shapes	0%	8%		4%	14%	24%	47%	2%
Counting-Number	0%	6%		5%	3%	18%	54%	15%
Counting-Objects	0%	3%		6%	4%	14%	49%	24%
Compare	0%	6%		2%	13%	9%	49%	20%
Addition and Subtraction	0%	7%		5%	6%	29%	39%	14%

Summary of GKIDS Data: (Include 1-3 sentences highlighting the overall major findings.) (*2021-2022 statement*)

Students performed higher in math than ELA. Strengths (based on students who were demonstrating to exceeding) in math were counting objects (73%) and comparing (69%). The strengths (based on students who were demonstrating to exceeding) in ELA were phonics (60%) and phonemic awareness (50%). The lowest performing areas (based on students who were demonstrating to exceeding) in math are Addition/Subtraction (47%) and Shapes (50%). The lowest performing areas (based on students who were demonstrating to exceeding) in ELA are communication of ideas (33%) and high frequency words (30%).

Student Achievement GKIDS 2020-2021

Content Area/Strand	NYA	NYD	PC	BE	EM	DV	DM	EX
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SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Legend: 106 students	NYA-Not yet assessed, NYD-not yet demonstrated, PC-precursor, BE-Beginning, EM-emerging, DV-developing, DM-demonstrating, EX- exceeding							
English LA								
Phonemic Awareness	1%	2%	4%	19%	18%	9%	34%	13%
Phonics	1%	5%	--	10%	13%	22%	37%	12%
High-Frequency Words	2%	3%	--	25%	18%	25%	13%	14%
Comprehension	1%	2%	7%	7%	21%	20%	39%	5%
Conventions of Writing	1%	2%	6%	9%	16%	20%	35%	11%
Spelling	1%	4%	--	8%	19%	33%	29%	7%
Communication of Ideas	1%	4%	3%	8%	34%	18%	25%	8%
Mathematics	NYA	NYD	PC	BE	EM	DV	DM	EX
Shapes	1%	2%		12%	9%	22%	44%	9%
Counting-Number	1%	2%		8%	20%	8%	41%	21%
Counting-Objects	1%	2%		4%	8%	16%	42%	28%
Compare	1%	1%		7%	11%	9%	54%	17%
Addition and Subtraction	1%	2%		8%	9%	29%	34%	16%

Summary of GKIDS Data: (Include 1-3 sentences highlighting the overall major findings.) (*2020-2021 statement*)

Students performed higher in math than ELA. Strengths (based on students who were demonstrating to exceeding) in math were counting objects (70%) and comparing (71%). The strengths (based on students who were demonstrating to exceeding) in ELA were phonics (49%) and phonemic awareness (47%). The lowest performing areas (based on students who were demonstrating to exceeding) in math are Addition/Subtraction (50%) and Shapes (53%). The lowest performing areas (based on students who were demonstrating to exceeding) in ELA are communication of ideas (33%) and high frequency words (27%).

Elementary CCRPI Data Profile

CCRPI COMPONENT		2017	2018	2019	2020	2021	2022
District	CCRPI Score	70.6	75	63.7	No Scores reported	No Scores reported	No Scores reported
State	CCRPI Score	75	77.8	77.1	No Scores reported	No Scores reported	No Scores reported
School	CCRPI Score	60.5	67.8	53.6	No Scores reported	No Scores reported	No Scores reported

Summary: The district CCRPI score has fluctuated with the current year showing an increase in comparison to the 2017-2018 school year. In comparison to the 2016-2017 school year, the 2017-2018 CCRPI score increased. From 2017 to 2018, there is an upward trend over all components.

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* Due to the COVID-19 pandemic which caused school closure in March of the 2019-2020 school year, no CCRPI scores were reported. In addition, scores were not reported for the 2021-2022 and 2023-2024 school year.

2019-2020 Georgia Milestones EOG Data

Due to the COVID-19 pandemic which caused school closure in March of the 2019-2020 school year, end of the year assessments were unable to be completed.

2020-2021 Georgia Milestones EOG Data

Georgia Milestones ELA Assessment Data

Percentage	All Students	Female	Male	Black/Non-Hispanic	Hispanic	White/Non-Hispanic	Multi-Racial	English Learner	Students with Disabilities
2021 3 rd Grade ELA	13%/ 87%	17%/ 83%	8%/ 92%	7%/ 93%	7%/ 93%	31%/ 69%	29%/ 71%	0%/ 100%	12%/ 88%
2021 4 th Grade ELA	14%/ 86%	10%/ 90%	8%/ 92%	15%/ 85%	7%/ 93%	14%/ 86%	17%/ 83%	0%/ 100%	8%/ 92%
2021 5 th Grade ELA	16%/ 84%	29%/ 71%	8%/ 92%	14%/ 86%	0%/ 100%	32%/ 68%	0%/ 100%	0%/ 100%	0/ 100%

Georgia Milestones Math Assessment Data

Percentage	All Students	Female	Male	Black/Non-Hispanic	Hispanic	White/Non-Hispanic	Multi-Racial	English Learner	Students with Disabilities
2021 3 rd Grade Math	8%/ 92%	11%/ 89%	5%/ 95%	3%/ 97%	0%/ 100%	25%/ 75%	29%/ 71%	0%/ 100%	0%/ 100%
2021 4 th Grade Math	8%/ 92%	6%/ 94%	11%/ 89%	8%/ 92%	0%/ 100%	19%/ 81%	0%/ 100%	0%/ 100%	0%/ 100%
2021 5 th Grade Math	3%/ 97%	3%/ 97%	2%/ 98%	2%/ 98%	12%/ 88%	0%/ 100%	0%/ 100%	0%/ 100%	0%/ 100%

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Georgia Milestones Science Assessment Data

Percentage	All Students	Female	Male	Black/Non-Hispanic	Hispanic	White/Non-Hispanic	Multi-Racial	English Learner	Students with Disabilities
2021 5 th Grade Science	16%/84%	28%/72%	9%/91%	12%/88%	0%/100%	38%/62%	0%/100%	0%/100%	0%/100%

Summary of Georgia Milestone Performance (Include 1-3 sentences highlighting the overall major findings.): In 2021, 13% of students in 3rd grade scored in the proficient or distinguished range while 87% scored in the beginning or developing range for ELA. 8% of students in 3rd grade scored in the proficient or distinguished range while 92% scored in the beginning or developing range for Math. 88% of 3rd grade students with disabilities scored in the beginning or developing range for ELA while 12% of students scored in the proficient or distinguished range. 100% of 3rd grade students with disabilities scored in the beginning or developing range for Math.

14% of fourth grade students performed in the proficient or distinguished range while 86% of students performed in the beginning or developing learner range for ELA. 8% of fourth grade students performed in the proficient or distinguished range while 92% of students performed in the beginning or developing learner range for Math. For ELA, 8% of students with disabilities performed in the proficient or distinguished learner while 92% scored in the beginning or developing learner range. In math, 100% of students with disabilities scored in the beginning or developing learner range.

The majority of students (84%) in 5th grade performed in the beginning or developing range for ELA while (16%) of students scored in the proficient or distinguished range. In Math, 3% of students scored in the proficient or distinguished and 97% of students scored in the beginning or developing range. 100% of 5th grade students with disabilities scored in the beginning or developing range for both ELA and Math.

Finally, 16% of students in 5th grade performed in the proficient or distinguished range while 84% performed in the beginning or developing range. 100% of students with disabilities scored in the beginning or developing learner range for science.

2021-2022 Georgia Milestones EOG Data ELA

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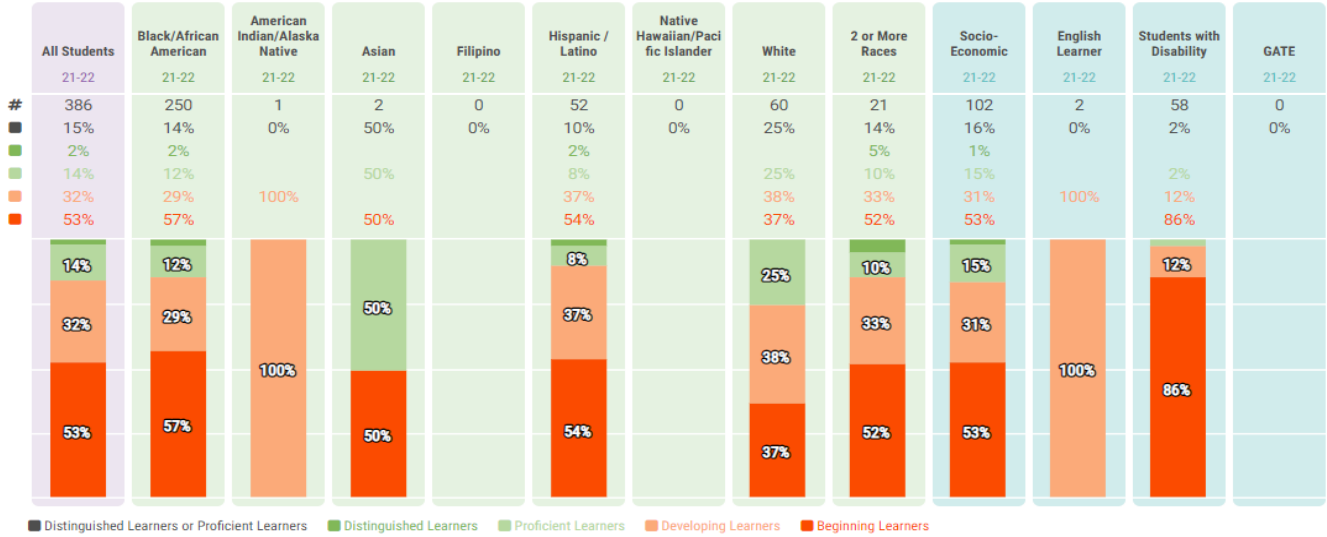
Milestones Subgroup Summary

2021-22 ELA: All Grade Levels Tested

Site: **South Salem Elementary School**
 Department: **All**
 Teacher: **All**
 Grade: **All**

Roster Date: **2022**
 Grade(s): **All**
 Gender(s): **All**
 Reported Race(s): **All Reported Races**
 Special Ed: **Special & Non Special Ed**
 Socio-economic: **SED & Not SED**
 English Proficiencies: **All**

Percent of Students at Each Performance Level



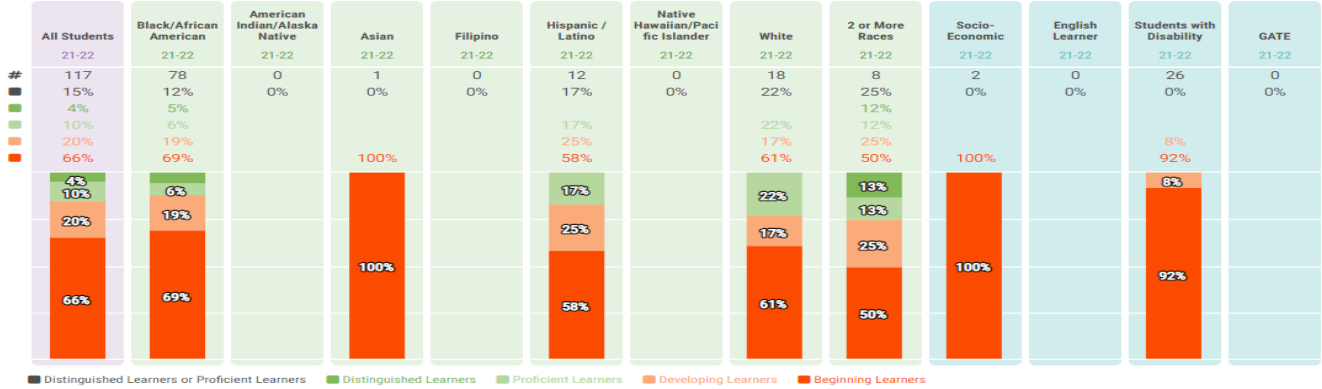
Milestones Subgroup Summary

2021-22: Spring 2022 Grade 3 ELA

Site: **South Salem Elementary School**
 Department: **All**
 Teacher: **All**
 Grade: **All**

Roster Date: **2022**
 Grade(s): **All**
 Gender(s): **All**
 Reported Race(s): **All Reported Races**
 Special Ed: **Special & Non Special Ed**
 Socio-economic: **SED & Not SED**
 English Proficiencies: **All**

Percent of Students at Each Performance Level



SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

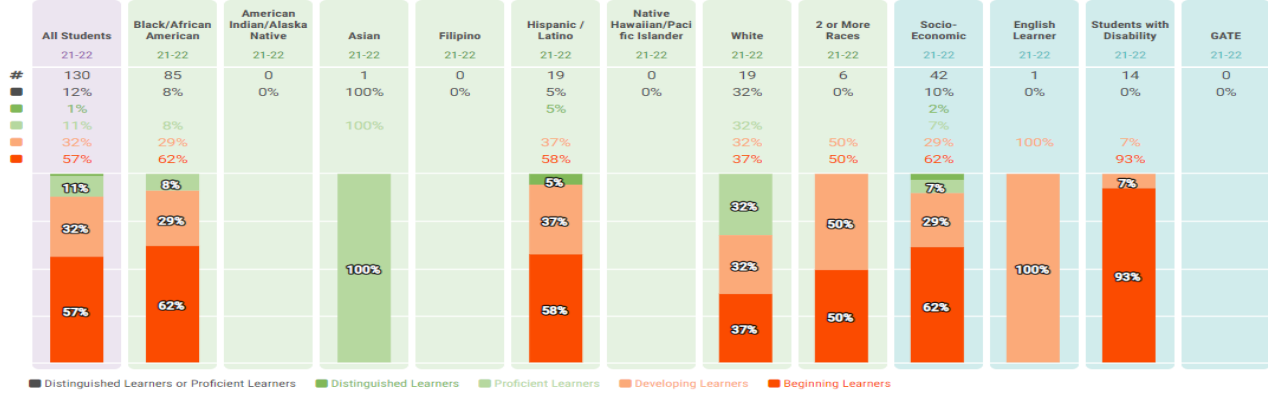
Milestones Subgroup Summary

2021-22: Spring 2022 Grade 4 ELA

Site: South Salem Elementary School
 Department: All
 Teacher: All
 Grade: All

Roster Date: 2022
 Grade(s): All
 Gender(s): All
 Reported Race(s): All Reported Races
 Special Ed: Special & Non Special Ed
 Socio-economic: SED & Not SED
 English Proficiencies: All

Percent of Students at Each Performance Level



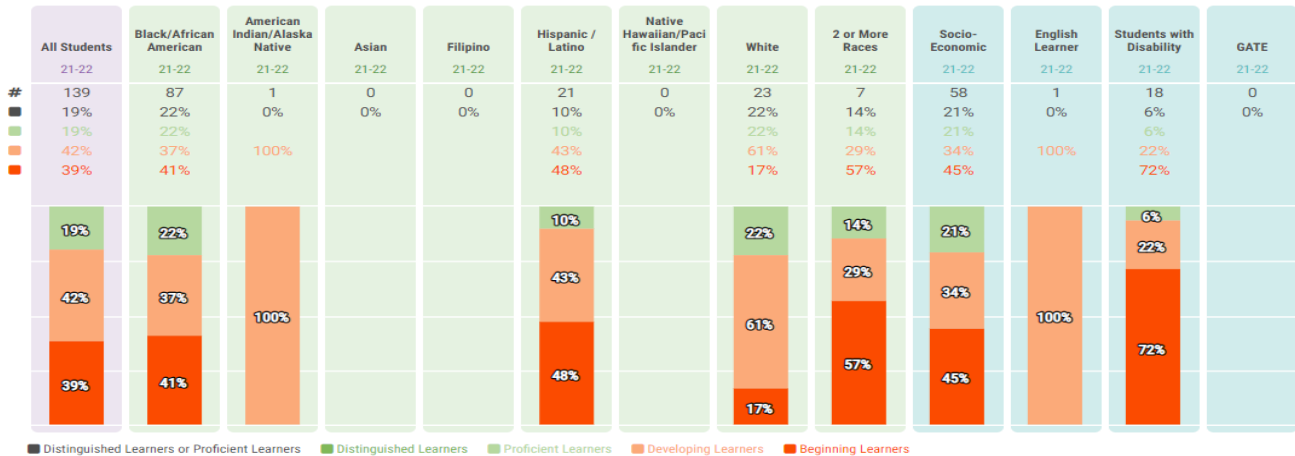
Milestones Subgroup Summary

2021-22: Spring 2022 Grade 5 ELA

Site: South Salem Elementary School
 Department: All
 Teacher: All
 Grade: All

Roster Date: 2022
 Grade(s): All
 Gender(s): All
 Reported Race(s): All Reported Races
 Special Ed: Special & Non Special Ed
 Socio-economic: SED & Not SED
 English Proficiencies: All

Percent of Students at Each Performance Level



Summary: Georgia Milestones Assessment data indicated that 53% of students demonstrated proficiency at the beginning learner level. Fifteen percent of students are at the distinguished learner or proficient learner range. Forty-eight percent of students are at the developing, proficient, and distinguished learner level. The percentage of students demonstrating proficiency at the developing to distinguished range: Black/African American-43%; Asian 50%; Hispanic/Latino 47%; White 63%; 2 or more Races 48%; Socio-Economic 47%; Students with Disability 14%

Math

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Milestones Subgroup Summary

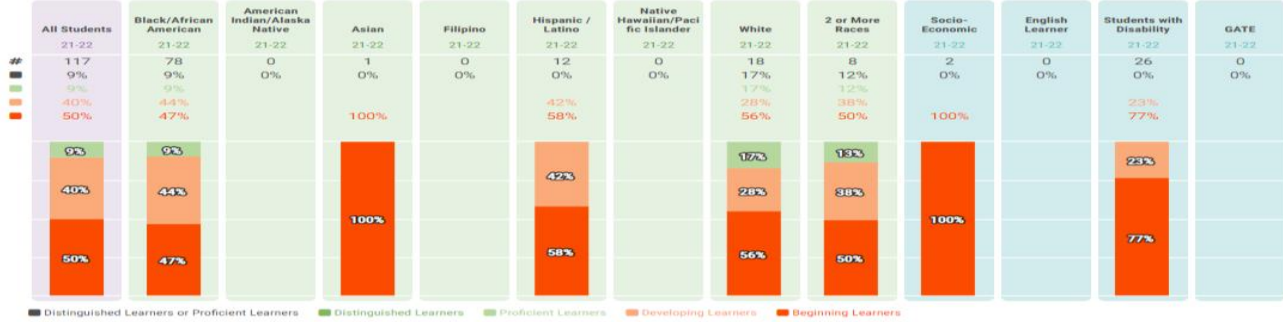
2021-22: Spring 2022 Grade 3 Mathematics

Site: South Salem Elementary School
 Department: All
 Teacher: All
 Grade: All

Roster Date: 2022

Grade(s): All
 Gender(s): All
 Reported Race(s): All Reported Races
 Special Ed: Special & Non Special Ed
 Socio-economic: SED & Not SED
 English Proficiencies: All

Percent of Students at Each Performance Level



Milestones Subgroup Summary

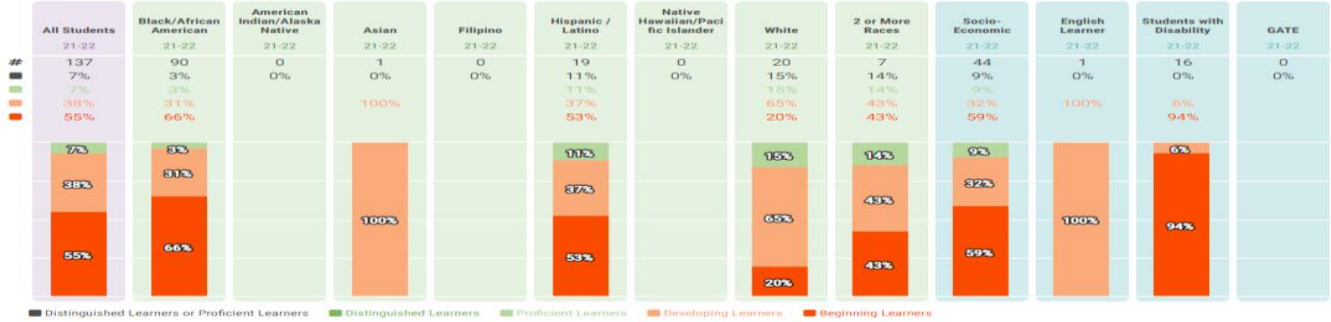
2021-22: Spring 2022 Grade 4 Mathematics

Site: South Salem Elementary School
 Department: All
 Teacher: All
 Grade: All

Roster Date: 2022

Grade(s): All
 Gender(s): All
 Reported Race(s): All Reported Races
 Special Ed: Special & Non Special Ed
 Socio-economic: SED & Not SED
 English Proficiencies: All

Percent of Students at Each Performance Level



SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

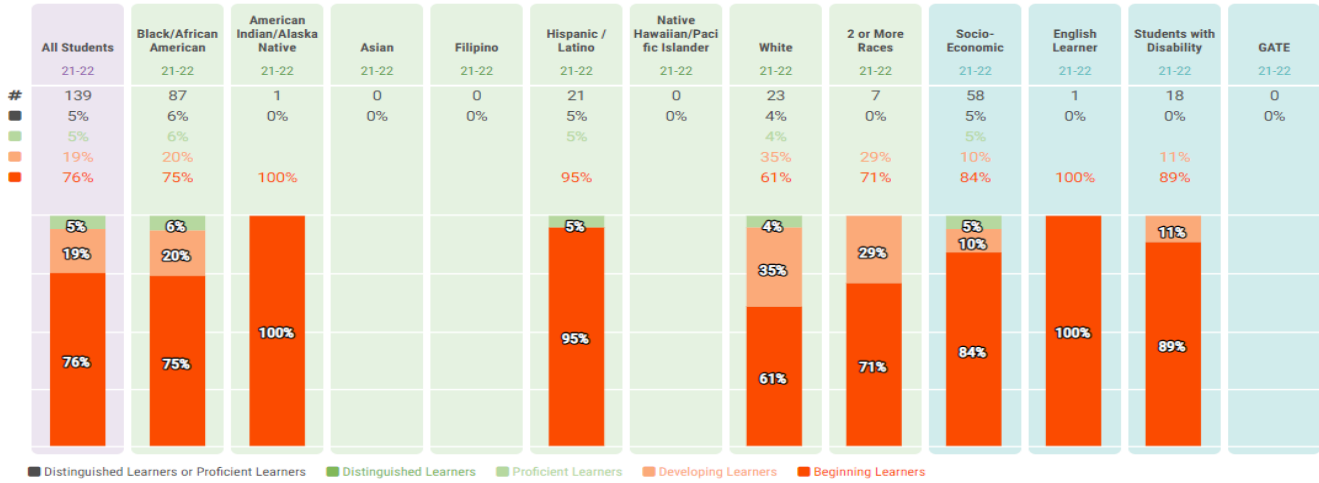
Milestones Subgroup Summary

2021-22: Spring 2022 Grade 5 Mathematics

Site: South Salem Elementary School
 Department: All
 Teacher: All
 Grade: All

Roster Date: 2022
 Grade(s): All
 Gender(s): All
 Reported Race(s): All Reported Races
 Special Ed: Special & Non Special Ed
 Socio-economic: SED & Not SED
 English Proficiencies: All

Percent of Students at Each Performance Level



Summary: Georgia Milestones Assessment data indicated that 61% of students demonstrated proficiency at the beginning learner level. The percentage of students demonstrating proficiency at the developing to distinguished range: Black/African American-37%; Asian 50%; Hispanic/Latino 29%; White 54%; 2 or more Races 45%; Socio-Economic 26%; English Learner 50%; Students with Disability 15%

Science

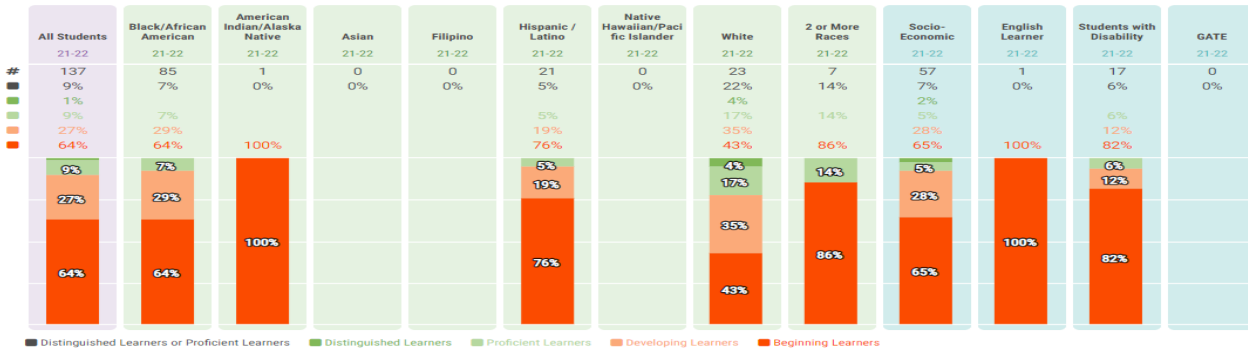
Milestones Subgroup Summary

2021-22: Spring 2022 Grade 5 Science

Site: South Salem Elementary School
 Department: All
 Teacher: All
 Grade: All

Roster Date: 2022
 Grade(s): All
 Gender(s): All
 Reported Race(s): All Reported Races
 Special Ed: Special & Non Special Ed
 Socio-economic: SED & Not SED
 English Proficiencies: All

Percent of Students at Each Performance Level



Summary: Georgia Milestones Assessment data indicated that 64% of students demonstrated proficiency at the beginning learner level. The percentage of students demonstrating proficiency at the developing to distinguished range: Black/African American-36%; Hispanic/Latino 24%; White 56%; 2 or more Races 14%; Socio-Economic 35%; Students with Disability 18%.

**Kindergarten Post-Test Assessments
EOY 2022**

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

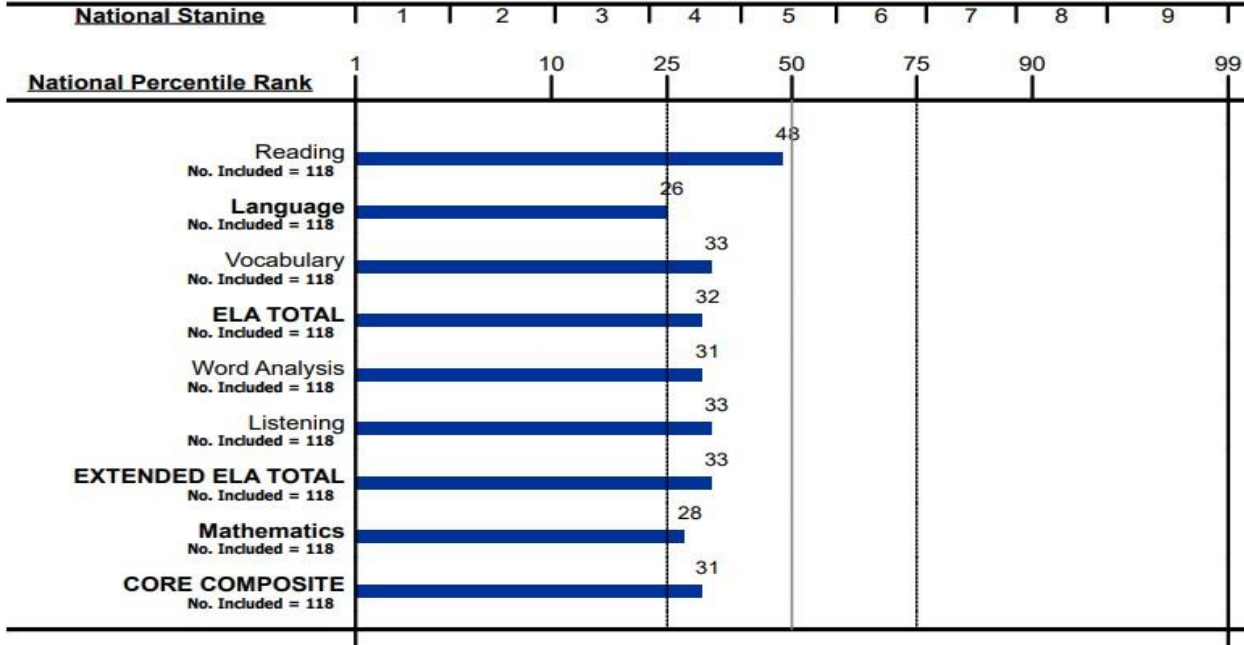
Group Profile for Grade K

Iowa Assessments™
 Form: E
 Test Date: 03/01/2022
 Norms: Spring 2017

Grade: K
 Class: Grade K
 Building: South Salem

Level: 5

System: Newton Co Sd
 State: GA



Kindergarten Post-Test Assessments
 EOY 2023

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Group Profile for South Salem

Group Code: 111
Iowa Assessments™

Form: F

Test Date: 03/01/2023

Norms: Spring 2017

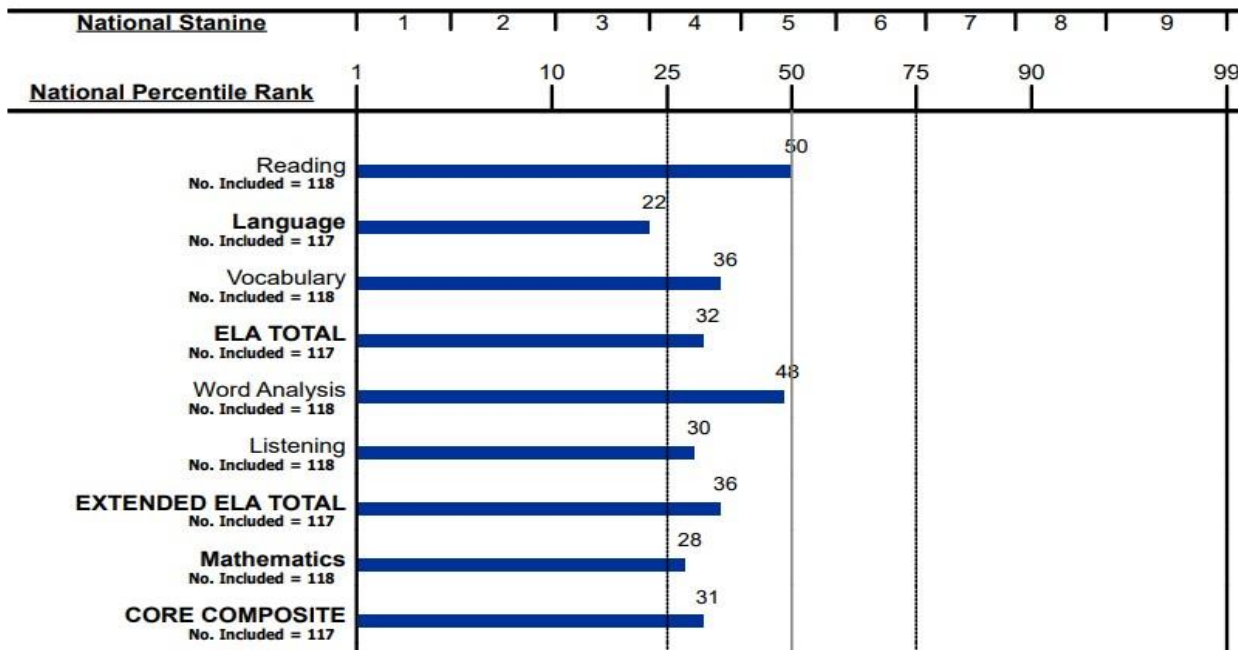
Grade: K

Level: 5

System: Newton Co Sd

Building: South Salem

State: GA



Summary Kindergarten Post-Test Assessment: An analysis of kindergarten data from 2022 and 2023 reveals certain trends and changes in the students' performance. In 2022, the average reading score was 48, while in 2023, it increased slightly to 50. Although there was a small increase, reading proficiency remained relatively stable over the two years. In terms of English Language Arts (ELA) total, the scores remained consistent at 32 for both years, indicating a consistent level of competency in language and communication skills. Vocabulary scores showed improvement from 33 in 2022 to 36 in 2023, suggesting an enhanced understanding and grasp of words and their meanings. Math scores, on the other hand, remained steady at 28 for both years, signifying consistent performance in numerical and problem-solving abilities. Overall, the data indicates a positive trend in vocabulary development while highlighting the need for further attention to reading skills in the kindergarten curriculum.

1st Grade Post-Test Assessments

BOY

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

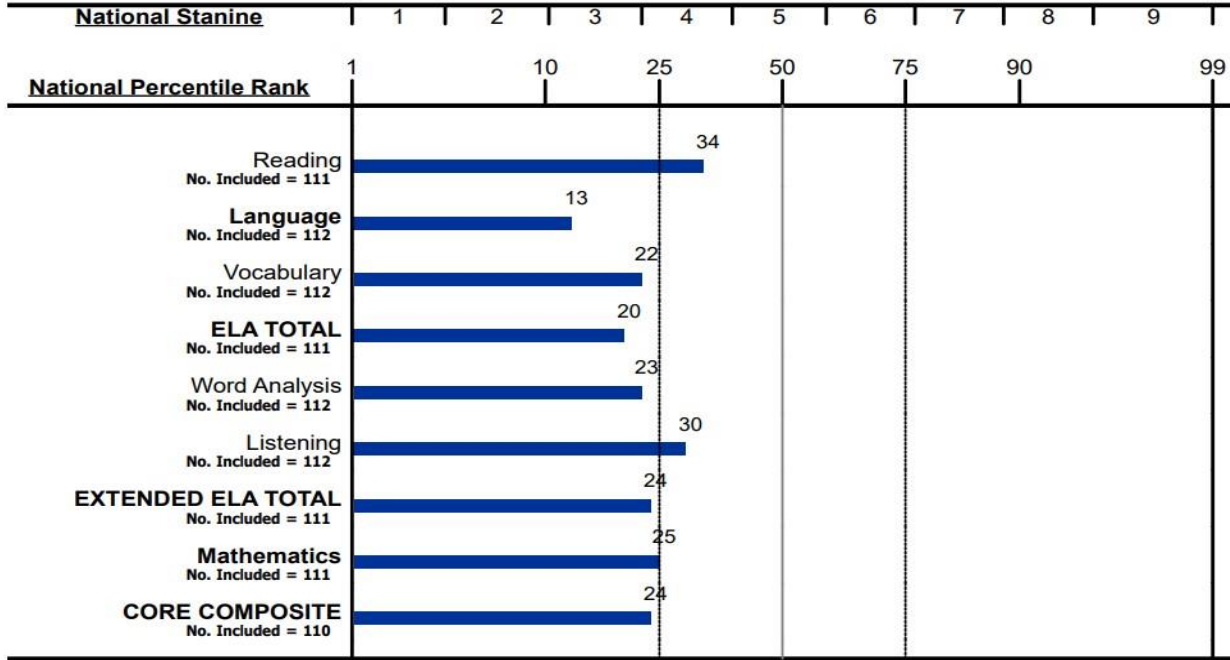
Group Profile for Grade 1

Iowa Assessments™
 Form: F
 Test Date: 09/02/2022
 Norms: Fall 2017

Grade: 1
 Class: Grade 1
 Building: South Salem

Level: 6

System: Newton Co Sd
 State: GA



1st Grade Post-Test Assessments EOY

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

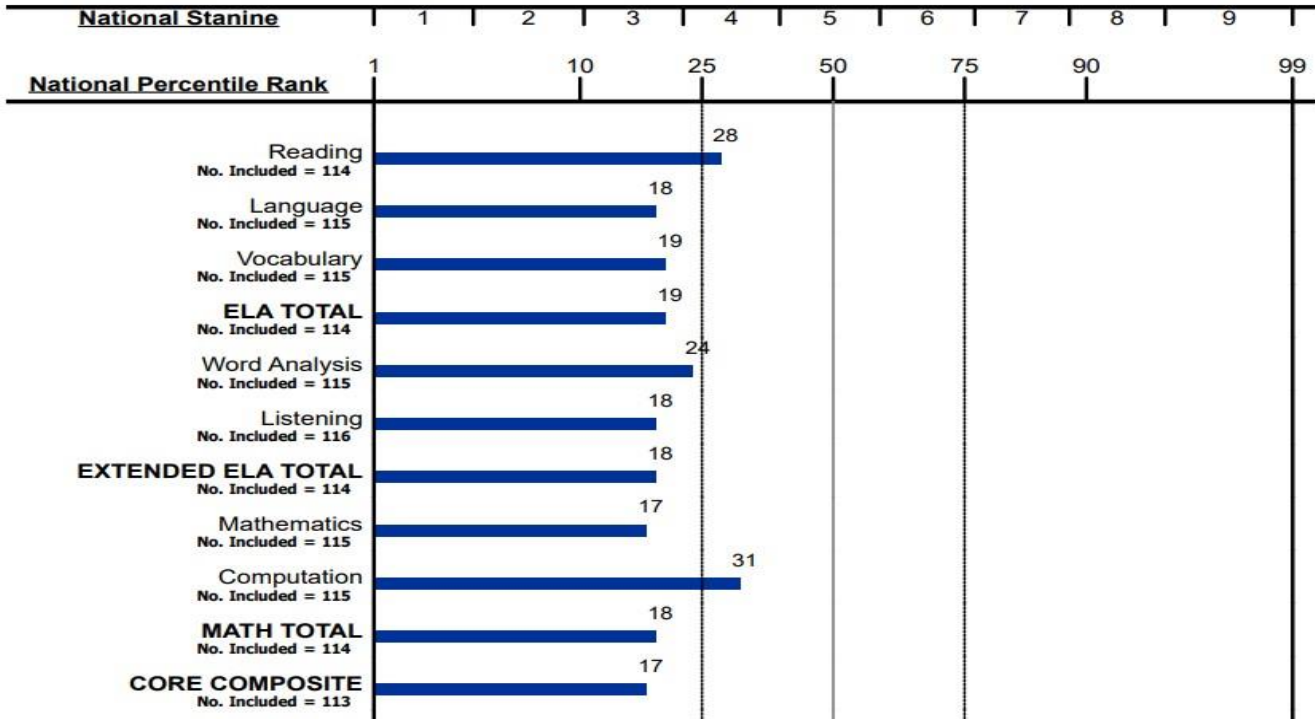
Group Profile for South Salem

Group Code: 111
 Iowa Assessments™
 Form: F
 Test Date: 03/01/2023
 Norms: Spring 2017

Grade: 1
 Building: South Salem

Level: 7

System: Newton Co Sd
 State: GA



Summary 1st Grade Post-Test Assessment: An analysis of first-grade data from 2022 and 2023 reveals a concerning decline in the students' performance across multiple subjects. In 2022, the average reading score was 34, which decreased significantly to 28 in 2023, indicating a notable decrease in reading proficiency. Similarly, the overall ELA scores dropped from 20 in 2022 to 19 in 2023, reflecting a decline in language and communication skills. Vocabulary scores also experienced a substantial decline, decreasing from 22 in 2022 to 19 in 2023, suggesting a decreased understanding of word meanings and usage. Math scores, however, showed a relatively smaller decline, from 25 in 2022 to 17 in 2023, highlighting a need for additional focus on mathematical concepts and problem-solving skills. Overall, the data indicates a concerning trend of declining performance across reading, ELA, vocabulary, and math in first-grade students, highlighting the importance of targeted interventions to address these issues.

2nd Grade Post-Test Assessments BOY

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

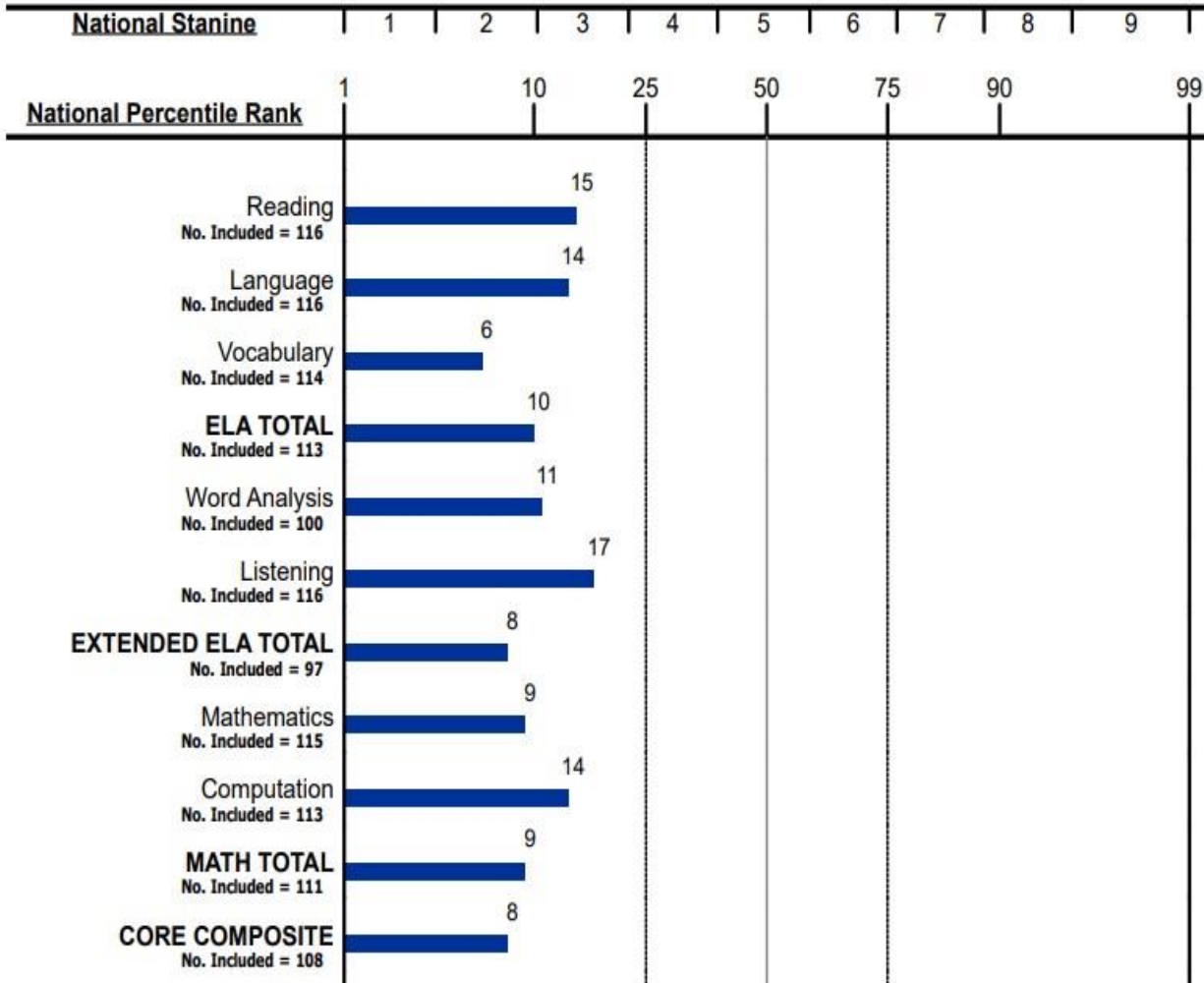
Group Profile for Grade 2

Iowa Assessments™
 Form: F
 Test Date: 09/02/2022
 Norms: Fall 2017

Grade: 2
 Class: Grade 2
 Building: South Salem

Level: 7

System: Newton Co Sd
 State: GA



2nd Grade Post-Test Assessments EOY

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

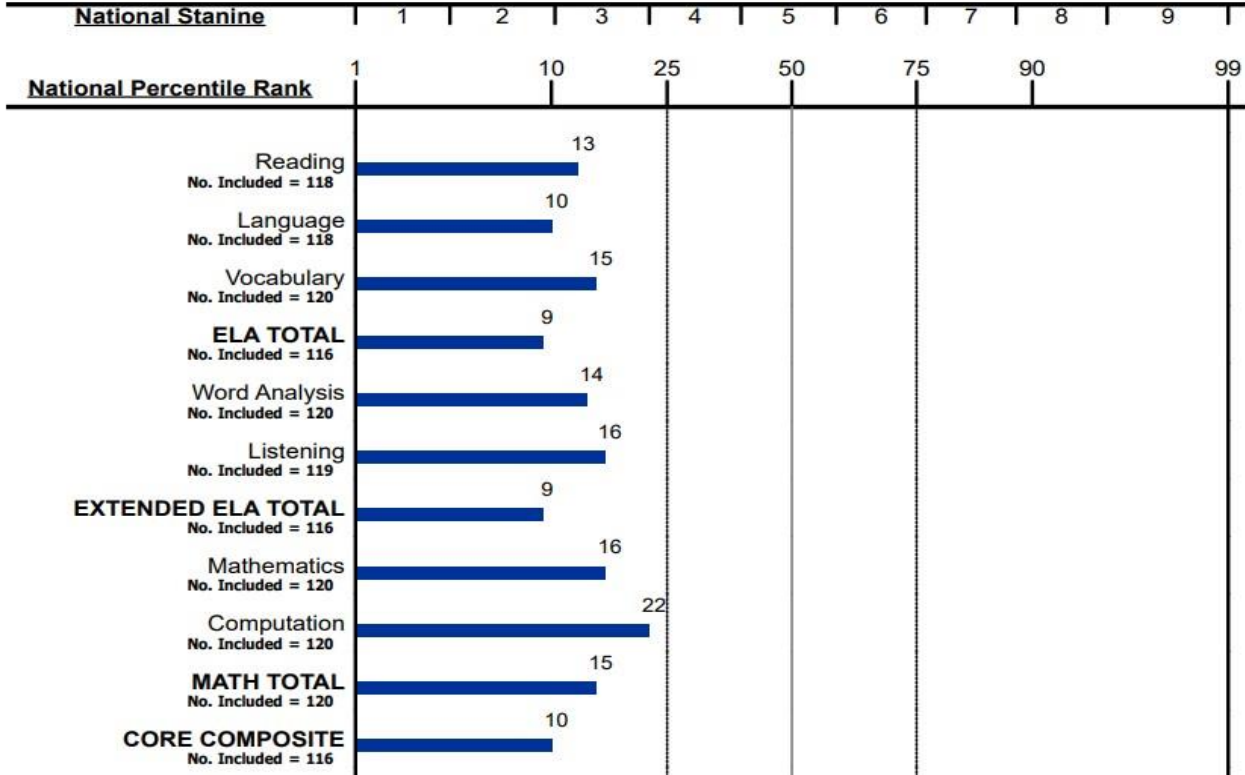
Group Profile for South Salem

Group Code: 111
 Iowa Assessments™
 Form: F
 Test Date: 03/01/2023
 Norms: Spring 2017

Grade: 2
 Building: South Salem

Level: 8

System: Newton Co Sd
 State: GA



Summary 2nd Grade Post-Test Assessment: An analysis of second-grade data from the beginning and end of the 2023-2024 school year reveals a mixed picture of student progress. At the beginning of the school year, the average reading score was 15, which decreased slightly to 13 by the end of the year, indicating a decrease in reading proficiency. However, both scores indicate a low level of reading achievement. Similarly, the overall ELA scores decreased from 10 at the beginning of the year to 9 at the end, suggesting a slight decline in language and communication skills. In contrast, math scores showed notable improvement, with an increase from 9 at the beginning of the year to 15 by the end, indicating significant progress in numerical and problem-solving abilities. The data highlights the need for continued support in reading and ELA skills, while acknowledging the positive growth in math proficiency observed throughout the second-grade year.

3rd Grade Post-Test Assessments BOY

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Group Profile for South Salem

Group Code: 111

Iowa Assessments™

Form: F

Test Date: 09/02/2022

Norms: Fall 2017

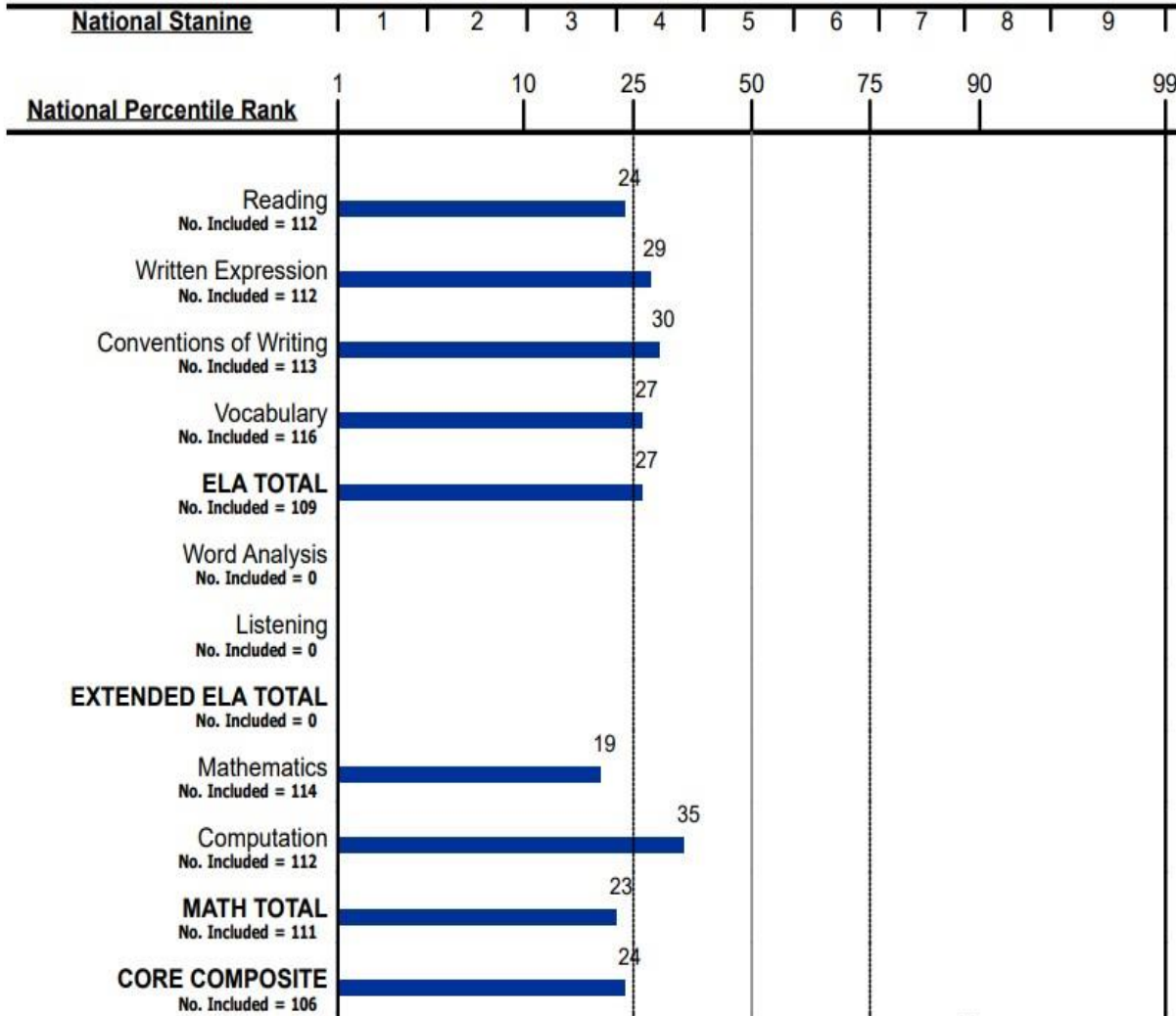
Grade: 3

Level: 9

System: Newton Co Sd

Building: South Salem

State: GA



3rd Grade Post-Test Assessments EOY

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Group Profile for South Salem

Group Code: 111
Iowa Assessments™

Form: F

Test Date: 03/01/2023

Norms: Spring 2017

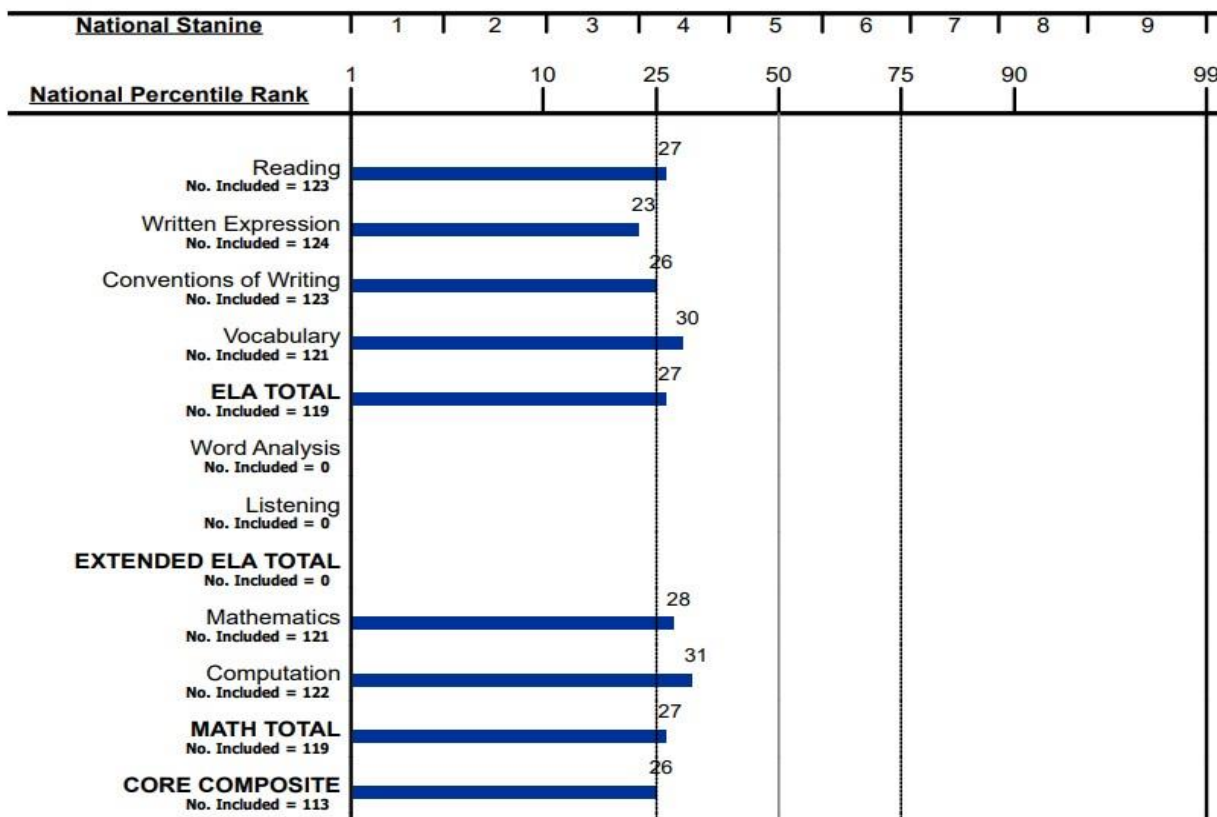
Grade: 3

Level: 9

System: Newton Co Sd

Building: South Salem

State: GA



Summary 3rd Grade Post-Test Assessment: An analysis of third-grade data from the beginning and end of the 2023-2024 school year reveals promising progress in student performance. At the beginning of the school year, the average reading score was 24, which increased to 27 by the end, indicating notable improvement in reading proficiency. Additionally, the overall ELA scores remained consistent at 27, suggesting a consistent level of competency in language and communication skills throughout the year. Math scores also experienced significant growth, increasing from 23 at the beginning of the year to 27 by the end, reflecting substantial progress in numerical and problem-solving abilities. The data highlights positive trends in both reading and math skills among third-grade students throughout the 2023-2024 school year, indicating effective instruction and student engagement in these subjects.

4th Grade Post-Test Assessments BOY

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

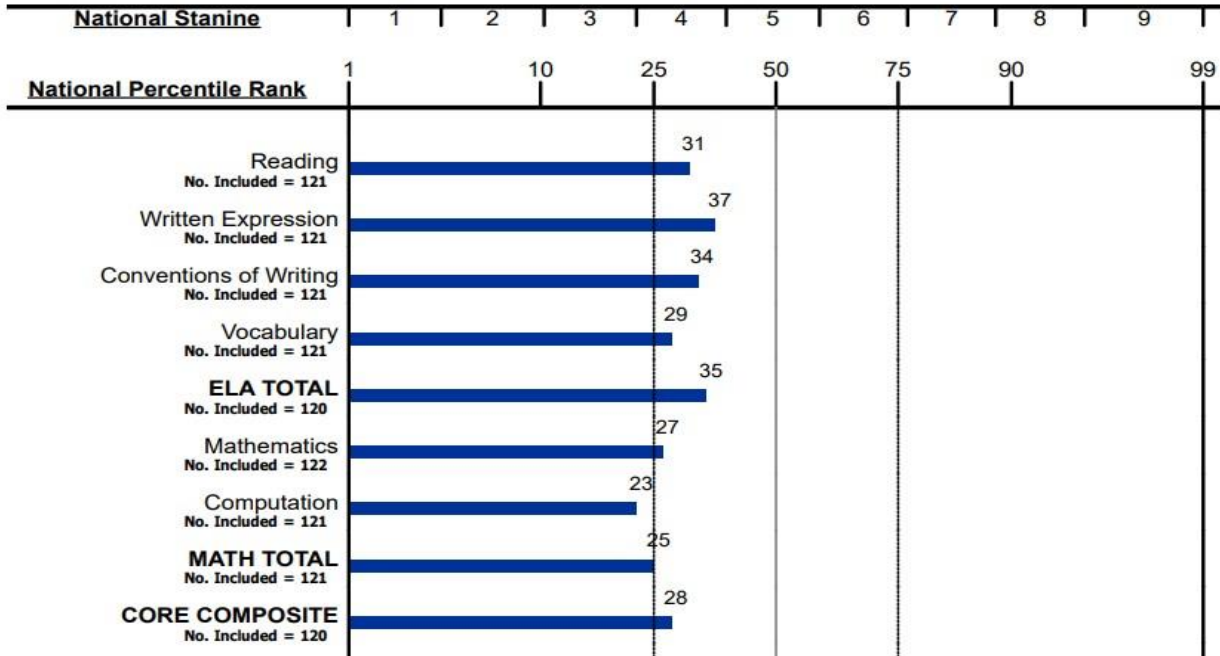
Group Profile for Grade 4

Iowa Assessments™
 Form: F
 Test Date: 09/02/2022
 Norms: Fall 2017

Grade: 4
 Class: Grade 4
 Building: South Salem

Level: 10

System: Newton Co Sd
 State: GA



4th Grade Post-Test Assessments EOY

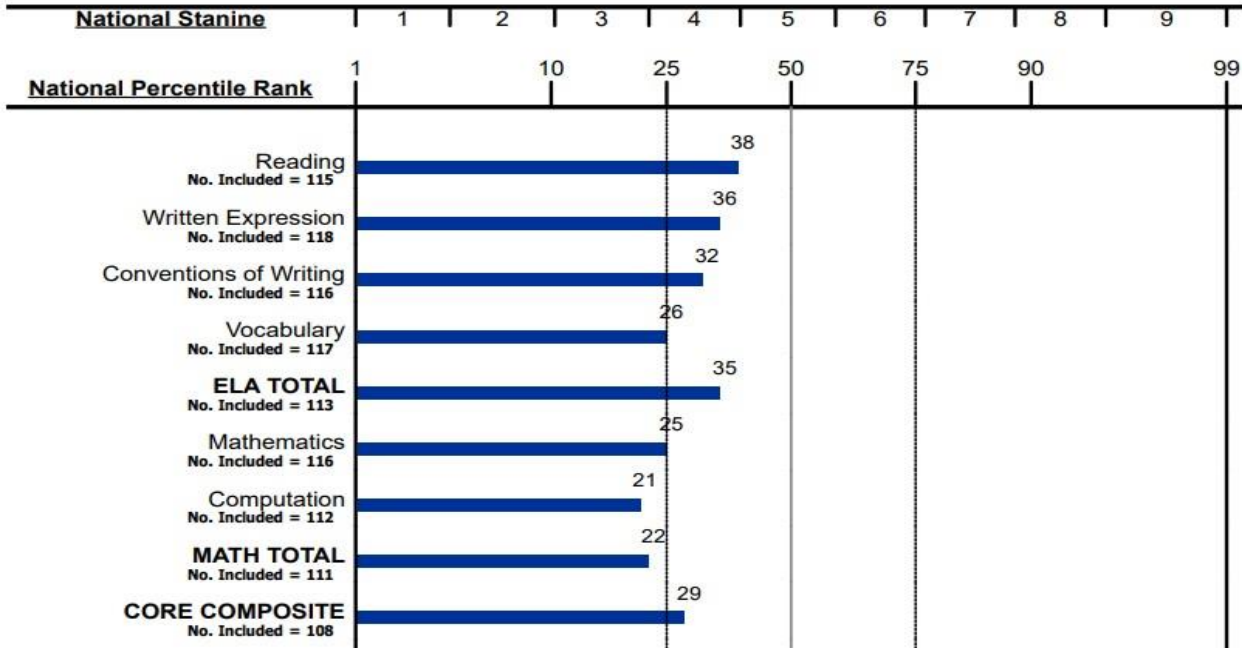
SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Group Profile for South Salem

Group Code: 111
 Iowa Assessments™
 Form: F
 Test Date: 03/01/2023
 Norms: Spring 2017

Grade: 4
 Building: South Salem

Level: 10
 System: Newton Co Sd
 State: GA



Summary 4th Grade Post-Test Assessment: An analysis of fourth-grade data from the beginning and end of the 2023-2024 school year shows a mixed performance among students. At the start of the school year, the average reading score was 31, which increased to 38 by the end, indicating significant improvement in reading proficiency. The overall ELA scores remained consistent at 35, reflecting a consistent level of competency in language and communication skills throughout the year. However, there was a decline in math scores, with a decrease from 25 at the beginning of the year to 22 by the end, suggesting a decrease in numerical and problem-solving abilities. The data highlights the need for targeted support in math skills, despite the positive growth observed in reading proficiency among third-grade students throughout the 2023-2024 school year.

5th Grade Post-Test Assessments BOY

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

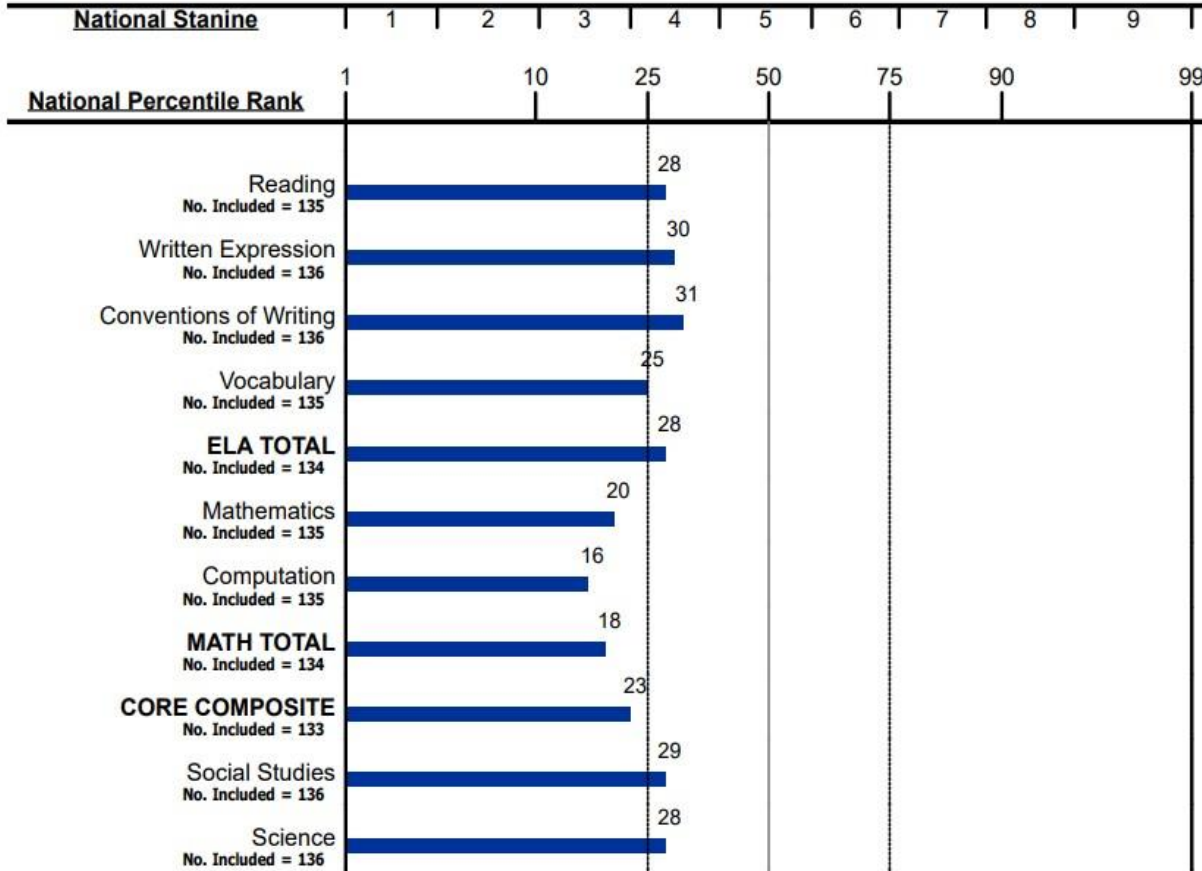
Group Profile for Grade 5

Iowa Assessments™
 Form: F
 Test Date: 09/02/2022
 Norms: Fall 2017

Grade: 5
 Class: Grade 5
 Building: South Salem

Level: 11

System: Newton Co Sd
 State: GA



5th Grade Post-Test Assessments EOY

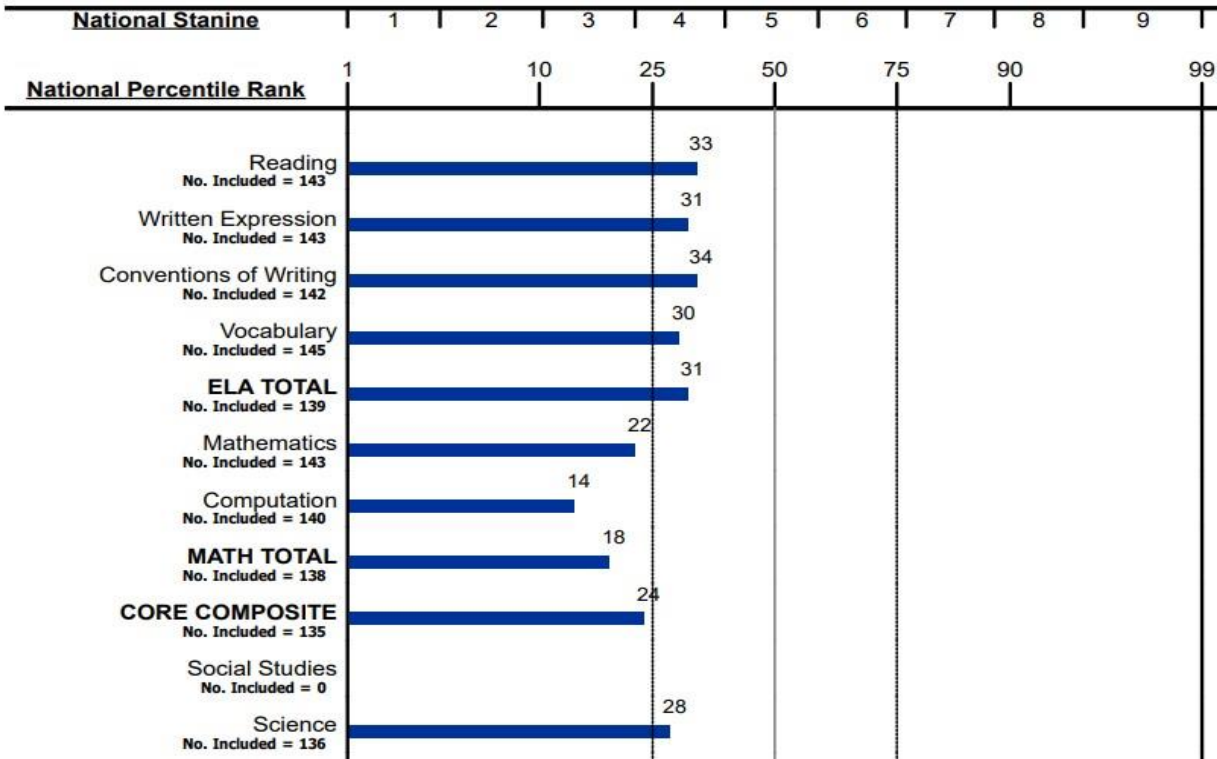
SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Group Profile for South Salem

Group Code: 111
 Iowa Assessments™
 Form: F
 Test Date: 03/01/2023
 Norms: Spring 2017

Grade: 5
 Level: 11
 Building: South Salem

System: Newton Co Sd
 State: GA



Summary 5th Grade Post-Test Assessment: An analysis of fifth-grade data from the beginning and end of the 2023-2024 school year reveals a mixed performance among students. At the start of the school year, the average reading score was 28, which increased to 33 by the end, indicating a significant improvement in reading proficiency. Similarly, the overall ELA scores showed growth, increasing from 28 at the beginning of the year to 31 by the end, suggesting progress in language and communication skills. However, math scores remained stagnant, with no change from 18 at the beginning of the year to 18 by the end, indicating a consistent level of numerical and problem-solving abilities. The data emphasizes the need for continued focus on mathematics instruction to ensure growth and improvement in this subject area, despite the positive gains observed in reading and ELA skills among fifth-grade students throughout the 2023-2024 school year.

FY 23 SS Milestones Sub-group Performance ELA

3rd Grade English Language Arts Percentage of Students Scoring in Each Achievement Level

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	465	63%	20%	15%	2%	17%
Female	469	59%	21%	15%	4%	19%
Male	459	67%	18%	15%	0%	15%
Asian/Pacific Islander	480	50%	50%	0%	0%	0%
Black, Non Hispanic	464	65%	18%	15%	2%	17%
Hispanic	475	55%	20%	20%	5%	25%
White, Non Hispanic	450	67%	22%	11%	0%	11%
Multiracial	482	50%	25%	25%	0%	25%

4th Grade English Language Arts Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	481	50%	29%	13%	8%	25%
Female	488	43%	33%	17%	7%	24%
Male	474	58%	25%	8%	8%	16%
Asian/Pacific Islander	-	-	-	-	-	-
Black, Non Hispanic	481	48%	34%	11%	7%	18%
Hispanic	497	45%	18%	27%	9%	36%
White, Non Hispanic	464	69%	8%	15%	8%	23%
Multiracial	485	50%	30%	10%	10%	20%

5th Grade English Language Arts Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
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SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

All Students	481	50%	31%	18%	1%	19%
Female	487	46%	33%	20%	1%	21%
Male	474	55%	28%	17%	0%	17%
Asian/Pacific Islander	530	0%	0%	100%	0%	100%
Black, Non Hispanic	479	53%	28%	17%	1%	18%
Hispanic	479	42%	42%	16%	0%	16%
White, Non Hispanic	513	22%	33%	44%	0%	44%
Multiracial	470	63%	38%	0%	0%	0%

Summary of Data:

63% of all 3rd graders scored at the beginning Learner level.

50% of all 4th and 5th graders scored at the beginning learner level.

Math

3 rd Grade Mathematics						
Percentage of Students Scoring in Each Achievement Level						
Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	485	47%	37%	14%	2%	16%
Female	486	47%	38%	14%	1%	15%
Male	483	47%	36%	15%	2%	17%
Asian/Pacific Islander	506	50%	0%	50%	0%	50%
Black, Non Hispanic	483	49%	36%	14%	0%	14%
Hispanic	496	40%	30%	20%	10%	30%
White, Non Hispanic	473	50%	50%	0%	0%	0%
Multiracial	499	25%	50%	25%	0%	25%

4th Grade Mathematics

Percentage of Students Scoring in Each Achievement Level

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	483	45%	36%	19%	0%	19%
Female	482	41%	42%	17%	0%	17%
Male	485	49%	31%	20%	0%	20%
Asian/Pacific Islander	-	-	-	-	-	-
Black, Non Hispanic	486	40%	42%	18%	0%	18%
Hispanic	498	50%	20%	30%	0%	30%
White, Non Hispanic	474	62%	8%	31%	0%	31%
Multiracial	461	60%	40%	0%	0%	0

5th Grade Mathematics Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	457	72%	23%	3%	1%	4%
Female	457	72%	26%	1%	1%	2%
Male	456	73%	20%	6%	0%	6%
Asian/Pacific Islander	492	0%	100%	0%	0%	0%
Black, Non Hispanic	453	76%	21%	2%	1%	3%
Hispanic	453	84%	11%	5%	0%	5%
White, Non Hispanic	498	22%	67%	11%	0%	11%
Multiracial	457	63%	25%	13%	0%	13%

Summary of Data:

The average mean for 3rd and 4th grade is at the developing learner level.
 The average mean for 5th grade is at the beginning learner level.

Science

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

5 th Grade Science						
Percentage of Students Scoring in Each Achievement Level						
Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	468	61%	24%	13%	1%	14%
Female	469	63%	26%	10%	1%	11%
Male	467	59%	22%	17%	2%	19%
Asian/Pacific Islander	507	0%	100%	0%	0%	0%
Black, Non Hispanic	464	63%	25%	10%	2%	12%
Hispanic	467	68%	21%	11%	0%	11%
White, Non Hispanic	508	44%	11%	44%	0%	44%
Multiracial	473	50%	25%	25%	0%	25%

Summary of Data:

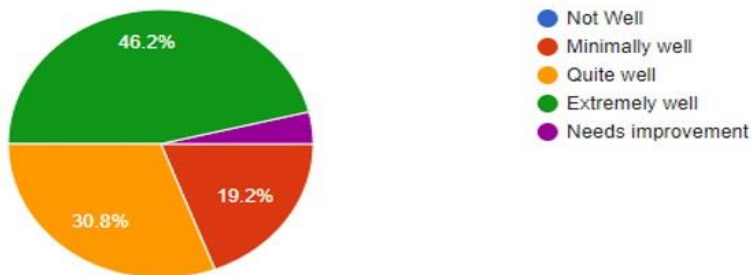
The average mean is at the beginning learner level,
1% of all students scored at the distinguished learner level.

Parent & Family Engagement Data 2023-2024

1. How well do you feel the school creates a welcoming environment for parents?



26 responses

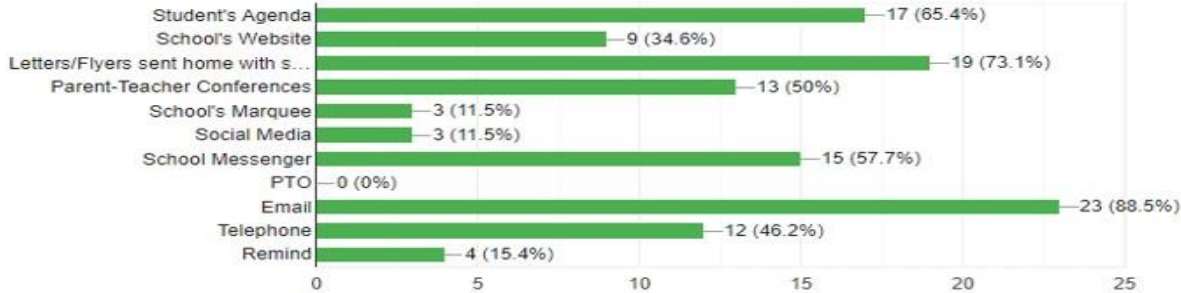


SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. What is the most effective way to get information to you? (Check all that apply)

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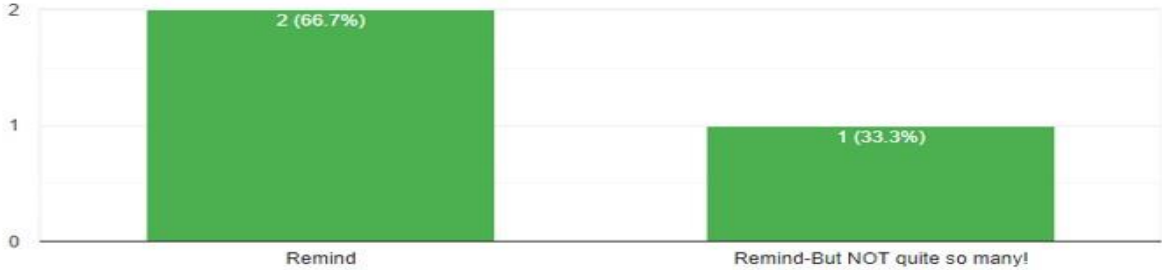
26 responses



If your answer to question 2 is "Other", please specify.

[Copy](#)

3 responses

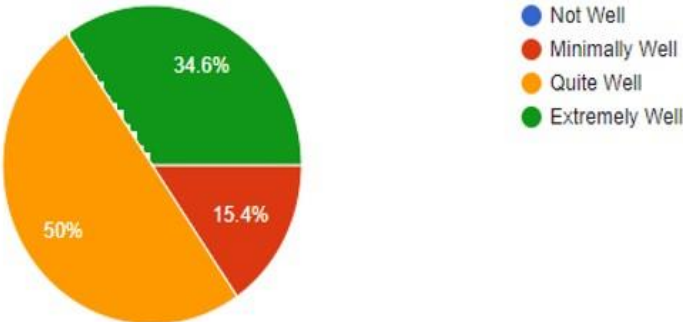


SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

3. How well does your child's school provide information that is easy to understand?

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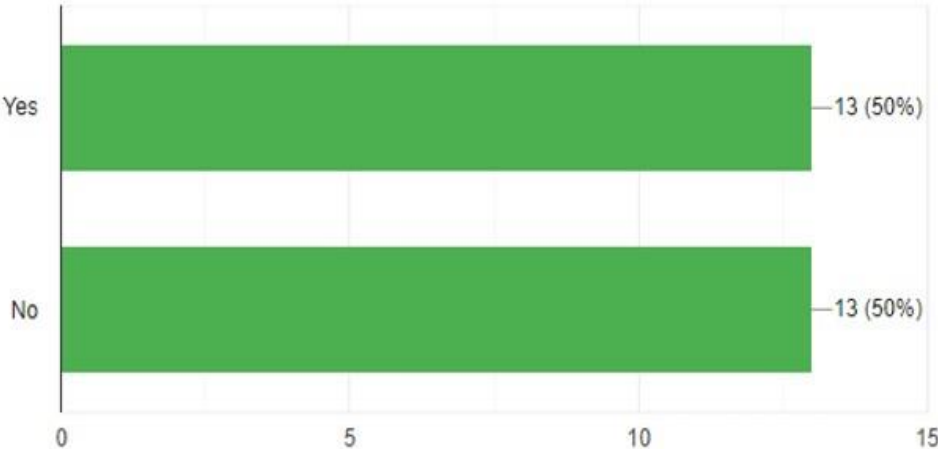
26 responses



4. Did you attend any of the Parent and Family Engagement Meetings this school year?

[Copy](#)

26 responses

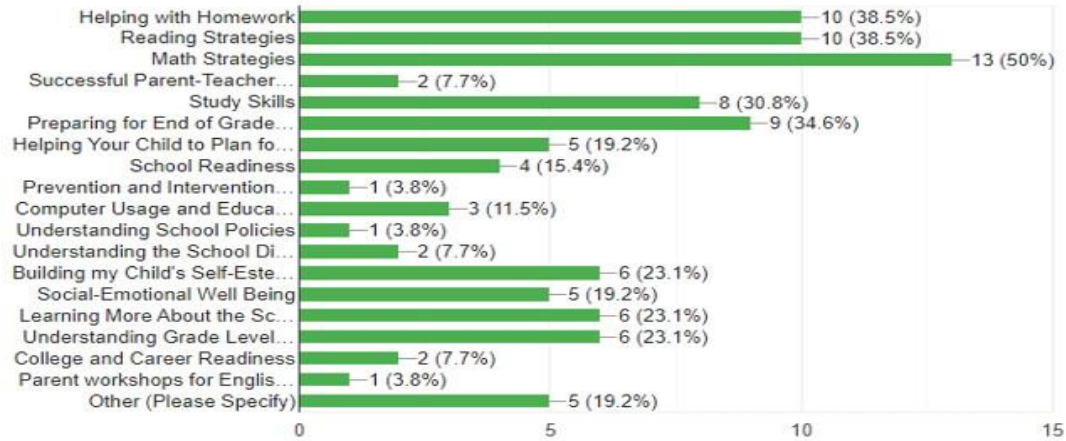


SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

5. If yes, please indicate the types of workshops in which you would be interested. Check all that apply.

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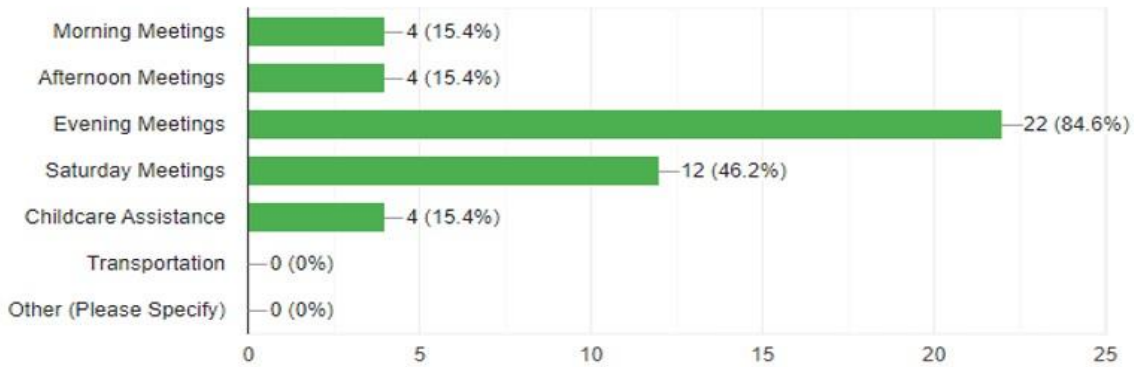
26 responses



6. We would like to offer flexible meeting times. Which of the following would enable you to participate in parent engagement meetings/workshops, parent conferences, and school activities? (Check all that apply.)

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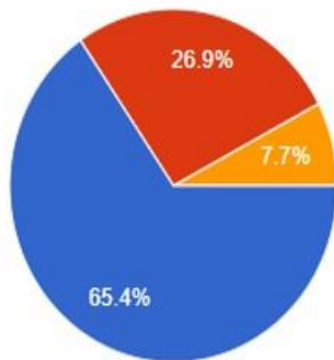
26 responses



7. How do you think Newton County School System should use the 1% required title I Parent Involvement Funds?



26 responses

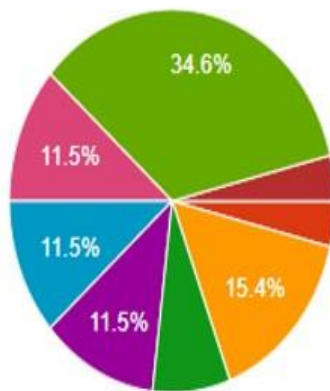


- Divide the 1% equally among all Title I Parent Engagement Funds
- Have district-level parental engagement activities
- Other (please specify)

8. What would you like teachers to know when working with parents in the efforts to raise student achievement?



26 responses



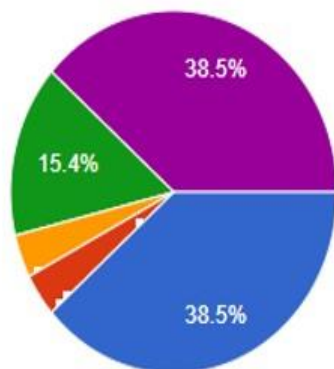
- How to create a welcoming environment
- How to communicate with parents
- How to reach out to parents
- How to value parents' input
- How to build parent partnerships
- How to remove barriers between home and school
- How to host productive and informativ...
- How to develop and connect family en...
- Other (Please Specify)

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

9. School's Plan to Engage Families

 Copy

26 responses

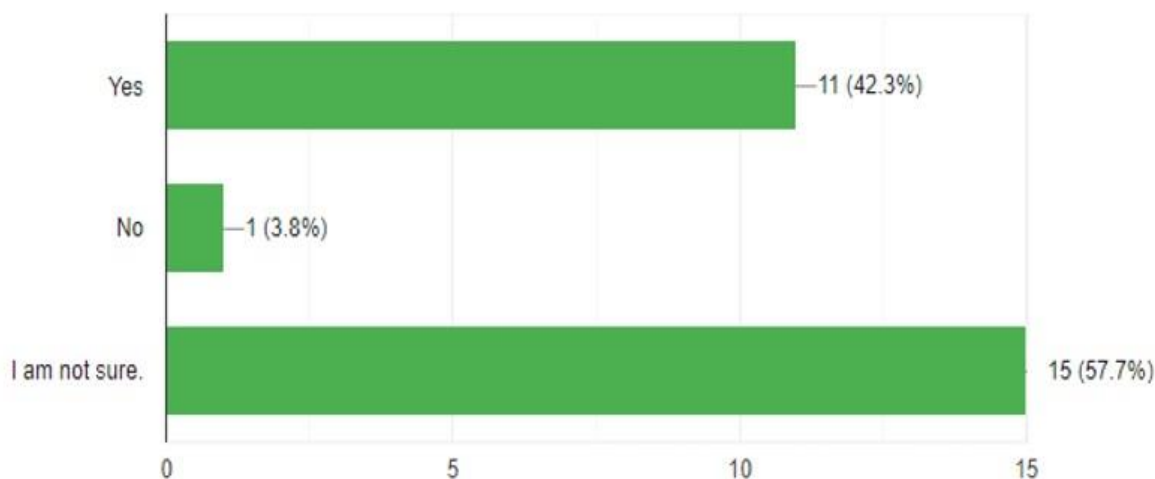


- My school asked me for feedback on the school's parent and family engage...
- The school makes the school parent and family engagement policy available to...
- The school updates, at least annually, the parent and family engagement poli...
- If requested by parents, the school addresses opportunities for regular m...
- The school explains what a School-Parent Compact is and how parents, t...

10. Do the goals in the school-parent compact capture areas in which your child may need help to improve?

 Copy

26 responses



Summary of Data: (Include 1-3 sentences highlighting the overall major findings.)

Parental involvement remained consistent with the previous year due the opportunity to participate virtually. Providing parents with this opportunity will continue to promote parental involvement. The use of Remind also allowed teachers to communicate with families. Parents

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Why are students not performing well in Math?

ROOT CAUSE

- Students lack early numeracy such as an awareness of base 10
- Lack of time to allow students to practice skills.
- Pushing students to apply mathematical concepts before they truly grasp concepts.
- Difficulty with reading negatively impacts student’s ability to work through word problems.
- The student’s ability to comprehend the problem interfere with their success with demonstrating knowledge.
- Fact fluency skills need development.
- Inconsistent use of manipulatives to support instruction.
- Lack of embedded usage of critical vocabulary in instruction and practice.
- Lack of knowledge, understanding, and implementation of content and instructional strategies.
- Ineffectively teaching a variety of computation and problem-solving strategies

HOW TO ADDRESS CONCERNS

- Professional Learning Opportunities.
- Instructional Coach Modeling of RBIS with a focus upon areas of identified concern.
- Spiral Review
- Consultant training for basic early numeracy
- Educating Faculty and Staff on using data to create meaningful parent meetings that are linked to learning.
- Parent and Family Engagement Centers and Make and Take Workshops for parent and family engagement.
- Parent Engagement Activities
- Implementation of software programs designed to support Math instruction such as, BrainPOP, Envision, Flocabulary and IXL.
- Implementation of Class Size Reduction teacher and the Supplemental Paraprofessional
- Utilize the support of Instructional Coaches.
- Small/Flexible instructional support
- Integrate the use of math manipulatives into learning activities.
- Implementation of math strategies
- Spartan Academy Tutoring Program
- Early Intervention Program
- Direct vocabulary instruction using curriculum map critical vocabulary.
- Use of Nearpod program
- Use of Flocabulary
- Interactive Notebooks about Mathematics concepts
- Lead teacher modeling strategies and small group plans/procedures for teachers.
- Create instructional videos.
- More focused professional development.
- Provide differentiated instruction.

SMART Goal:

- During the 2023-2024 school year, there will be at least 3% growth on the post-test assessment (Fastbridge and GMAS) in math.

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Why are students not performing well in ELA/Reading?

ROOT CAUSE

- Lack of background knowledge on topics.
- Foundational skills are not thoroughly developed, which negatively impacts the student’s ability to analyze words.
- Lack of focus upon teaching conventions of writing
- Lack of sufficient practice time.
- Inability to handle text complexity due to lack of basic phonics and vocabulary skills.
- Lack of reading stamina.

HOW TO ADDRESS CONCERNS

- Professional Learning Opportunities targeting:
 - Instructional Modeling of RBIS Reading Strategies with a focus on targeted areas of concern.
 - Professional Learning for Scholastic and Wilson Phonics
 - Examination of Reading data to create intervention groups and inform instruction.
 - Direct Vocabulary Instruction
 - Lesson planning and development
 - Building Background Knowledge
 - Guided Reading
- Parent Engagement Activities
- Fluid intervention groups to target specific skills.
- Implementation of software programs designed to support ELA/Reading instruction (BrainPop, Flocabulary, WriteScore, Beacon, and Scholastic Literacy Pro to replace Accelerated Reader)
- Implementation of Wordly Wise to enhance and improve vocabulary instruction.
- Implementation of Class Size Reduction teacher and the Supplemental Paraprofessional
- Implementation of Spartan Academy
- Utilize the support of Instructional Coaches.
- Integrate the use of reading manipulatives into learning activities.
- Implement guided reading instruction.
- Provide differentiated instruction.
- Early Intervention Program
- Direct vocabulary instruction using curriculum map critical vocabulary.
- Use of the Flocabulary program
- Interactive notebooks for ELA concepts and vocabulary
- Weekly vocabulary homework and assessments
- Focus on explicitly addressing conventions of writing during reading texts

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

SMART Goal:

- During the 2023-2024 school year, there will be an average gain equal to or greater than 3% growth on the post-test assessment (FastBridge and GMAS) in reading.

Why are students not performing well in **science**?

ROOT CAUSE

- Lack of hands-on learning opportunities.
- Difficulty making connections with the content.
- Lack of background knowledge.
- Difficulty with critical vocabulary.
- Lack of resources for teaching concepts.
- Difficulty with reading comprehension

HOW TO ADDRESS CONCERNS

- Mandated professional learning with district personnel regarding science standards.
- Project-based learning opportunities
- Direct vocabulary instruction using curriculum map critical vocabulary.
- Implementation of software programs designed to support Science instruction (BrainPOP, Nearpod and Flocabulary)
- Implementation of Class Size Reduction by using the teacher and the supplemental paraprofessional

SMART Goal:

- During the 2023-2024 school year, there will be an average gain equal to or greater than 3% growth on the post-test assessment in science.

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

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

MATH GOAL

-During the 2023-2024 school year, students will show an average gain equal to or greater than 3% growth on the post-test assessment (FastBridge and GMAS) in math.

OVERARCHING MATH PROGRAM

South Salem Elementary School teachers use EnVision, the Georgia Department of Education Math Frameworks, and Exemplars to provide students with practice of math concepts using many hands-on experiences that enable students to gain mastery of crucial mathematical skills. EnVision Math also incorporates opportunities for students to work in a variety of cooperative learning situations and provides each student with internet access to many resources that can be used at school or home.

Person(s) Responsible:	Classroom Teacher, Instructional Coach, and Administrators
Evaluation Method:	Observation, Formal/Informal Assessments, Logic Model
Timeline for Implementation:	2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. 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:

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b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Help students recognize and articulate mathematical concepts and notation. (Tier 2 Moderate)	BrainPop will be used as an activating strategy for Math instruction. Students and teachers will have access to videos, games, quizzes, & lesson plans to extend math lessons and make real-world connections to the standards. Teachers will be able to progress monitor using the embedded quizzes within videos. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	BrainPop subscription, laptops, laptop carts, ipads, ipad protectors, ipad carts, headphones, ActivBoards
Systemic Instruction: Prepare problems and use them in whole-class instruction. (Tier I Strong)	Nearpod is a student engagement platform that engages students with interactive activities, connects them through collaborative discussions, and gains instant insight into student learning through formative assessments. The teacher can create presentations that can contain quizzes, polls, videos, images, drawing-boards, and web content. Teachers can also access over 7K k-12 standards-aligned lessons. Logic Model Required: <input checked="" type="checkbox"/>	District	Nearpod subscription, laptops, laptop carts, ipads, ipad protectors, ipad, carts, headphones, Activboards, paper, ink, pencils
Representations: Use a well-chosen set of concrete and semi-concrete representations to support students’ learning of mathematical concepts and procedures. (Tier I Strong)	Math manipulatives will be used as a means to provide a way for students to master math skills in a developmentally appropriate, hands-on manner. The math manipulatives will be used to assist with learning during small group instruction, Daily 3 rounds, and independent practice. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Math manipulatives, paper, pencils

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Systemic Instruction: Prepare problems and use them in whole-class instruction. (Tier I Strong)	A common grade level/school intervention time to provide mathematics support will be implemented to remediate gaps in skills. Groups will be assessed and changed every 3-5 weeks. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Paper, pencils, ink, manipulatives,
Mathematical Language: Teach clear and concise mathematical language and support students’ use of the language to help students effectively communicate their understanding of mathematical concepts. (Tier 1 Strong)	Direct vocabulary instruction will be implemented using the critical vocabulary outlined on the curriculum map. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Marzano strategies (building background knowledge), FCRR resources, paper, pencils, graphic organizers
Mathematical Language: Teach clear and concise mathematical language and support students’ use of the language to help students effectively communicate their	Interactive Notebooks will be used to create a hands-on learning experience that will engage students in the content and process. Through the interactive notetaking process students will obtain ownership of their learning and create a tool that will reinforce their learning. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Notebooks, paper, pencils, ink, post-it notes, glue, crayons, markers, graphic organizers, foldables

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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

understanding of mathematical concepts. (Tier 1 Strong)			
Help students recognize and articulate mathematical concepts and notation. (Tier 2 Moderate)	Instructional supplies will be used to support the implementation of evidence based instructional strategies and programs. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Notebooks, paper, construction paper, pencils, crayons, ink, post-it notes, glue, markers, copy paper, dry erase markers, erasers, pens, colored pencils, highlighters, rulers, folders, binders, tape, sheet protectors, printers, iPads, headphones
Provide engaging learning experiences. (Tier 4 Has Rationale)	I-Ready aims to support educators in differentiating instruction and helping students develop essential skills in reading and math. By providing personalized learning experiences, progress monitoring, and data-driven insights, the program helps foster academic growth and achievement. Logic Model Required: <input checked="" type="checkbox"/>	Title 1, Part A	I-Ready software program, Chromebook, headphones, paper, pencils

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster And Homeless
<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p>	<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p> <p>Additionally, we will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.</p>
English Learners	Migrant
<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p>	<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p> <p>Additionally, we will work with the District’s Migrant Liaison in supporting the goals of improving educational</p>

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

<p>EL students will also receive additional support from an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds.</p>	<p>outcomes for migratory students. We currently do not have any Migrant students in our school.</p>
<p>Race/Ethnicity/Minority</p>	<p>Students With Disabilities</p>
<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p>	<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p> <p>In addition, the student’s IEPs will be implemented with fidelity, annually reviewed, and amendment meetings will be held to address the needs of the students, as needed, with supports being provided in the least restrictive environment.</p>

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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

ELA/READING GOAL

During the 2023-2024 school year, students will show an average gain equal to or greater than 3% growth on the post-test assessment (Fastbridge and GMAS) in ELA/Reading.

OVERARCHING ELA/READING PROGRAM

South Salem Elementary School teachers utilize the Phonics kits, Next Step Guided Reading, and county unit plans. These programs encompass all areas of literacy and address the six components of a balanced reading program. These programs link classroom instruction with everyday experiences, authentic literature, and all other areas of the curriculum. County-developed and school level units that coordinate the Next Step Guided Reading with Learning Focused strategies and the Georgia Standards of Excellence are also used. This provides useable and clearly organized units that incorporate all the elements needed to provide effective student instruction.

Person(s) Responsible:	Classroom Teachers, Instructional Coaches, and Administrators
Evaluation Methods:	Observations, Formal/Informal Assessments, Logic Model
Timeline for Implementation:	2023-2024 School Year

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
K-3rd: Teach students how to use reading comprehension strategies. (Tier 3 Promising)	BrainPOP Jr. will be used as an activating strategy for ELA/Reading instruction. Students and teachers will have access to videos, games, quizzes, & lesson plans to extend ELA/Reading lessons and make real-world connections to the standards. Teachers will be able to progress monitor using the embedded quizzes within each video. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	BrainPOP subscription, laptops, laptop carts, iPad, iPad protectors, iPad, carts, headphones, ActivBoards
K-3rd: Teach students how to use reading comprehension strategies. (Tier 3 Promising)	Nearpod is a student engagement platform that engages students with interactive activities, connects them through collaborative discussions, and gains instant insight into student learning through formative assessments. The teacher can create presentations that can contain quizzes, polls, videos, images, drawing-boards, and web content. Teachers can also access over 7K k-12 standards-aligned lessons. Logic Model Required: <input checked="" type="checkbox"/>	District Funds	Nearpod subscription, laptops, laptop carts, iPad, iPad protectors, iPad carts, headphones, Activboards
K-3rd: Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1 Strong)	Reading manipulatives will be used to provide a way for children to master literacy skills in a developmentally appropriate, hands-on manner. The reading manipulatives will be used to assist with learning during guided reading, Daily 5/Café’ rounds, and independent practice Logic Model Required: <input type="checkbox"/>	Title I, Part A	Reading manipulatives, paper, pencils
K-3rd: Teach students how to use reading comprehension	Literacy Pro will be used to support students with creating personalized goals that center upon comprehension and the student’s reading	District Funds	Software subscription, chromebooks,

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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strategies. (Tier 3 Promising)	level. This program will also assist with creating engaged reading time for students. Logic Model Required: <input checked="" type="checkbox"/>		laptops, iPads, books
K-3rd: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4 Has Rationale)	Interactive Notebooks will be used to create a hands-on learning experience that will engage students in the content and process. Through the interactive notetaking process students will obtain ownership of their learning and create a tool that will reinforce their learning. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Notebooks, paper, pencils, ink, post-it notes, glue, crayons, markers, graphic organizers, foldables
K-3rd: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2 Moderate)	A common grade level/school intervention time to provide ELA support will be implemented to remediate gaps in skills. Groups will be assessed and changed every 3-5 weeks. The groups will change according to the results of informal/formal assessments. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Reading manipulatives, paper, pencils, ink, teacher created resources
K-3rd: Teach students academic language skills, including the use of inferential and narrative	Direct vocabulary instruction will be implemented using the critical vocabulary outlined on the curriculum map. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Marzano strategies (building background knowledge), FCRR resources, ink, paper, pencils, graphic

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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language, and vocabulary knowledge. (Tier 4 Has Rationale)			organizers; Flocabulary subscription, Worldly-wise subscription
Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. (Tier 2 Moderate)	Instructional supplies will be used to support the implementation of evidence-based instructional strategies and programs. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Notebooks, paper, construction paper, pencils, crayons, ink, post-it notes, glue, markers, copy paper, dry erase markers, erasers, pens, colored pencils, highlighters, rulers, folders, binders, tape, sheet protectors, printers, iPad, headphones

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. 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:

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b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Provide engaging learning experiences. (Tier 4 Has Rationale)	I-Ready aims to support educators in differentiating instruction and helping students develop essential skills in reading and math. By providing personalized learning experiences, progress monitoring, and data-driven insights, the program helps foster academic growth and achievement. Logic Model Required: <input checked="" type="checkbox"/>	Title 1, Part A	I-Ready software program, Chromebook, headphones, paper, pencils
Provide engaging learning experiences. (Tier 4 Has Rationale)	Accelerated Reader is designed to support educators in differentiating instruction and helping students develop essential skills in reading and math. By providing personalized learning experiences, progress monitoring, and data-driven insights, the program helps foster academic growth and achievement. Logic Model Required: <input checked="" type="checkbox"/>	Title 1, Part A	AR software program, Chromebook, headphones, paper, pencils
Provide engaging learning experiences. (Tier 4 Has Rationale)	ZEARN is designed to support educators in differentiating instruction and helping students develop essential skills in reading and math. By providing personalized learning experiences, progress monitoring, and data-driven insights, the program helps foster academic growth and achievement. Logic Model Required: <input checked="" type="checkbox"/>	Title 1, Part A	Zearn software program, Workbooks, Chromebooks, headphones, paper, pencils

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantage	Foster And Homeless
<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p>	<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p> <p>Additionally, we will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.</p>
English Learners	Migrant
<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p>	<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p>

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

<p>EL students will also receive additional support from an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds.</p>	<p>Additionally, we will work with the District’s Migrant Liaison in supporting the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school.</p>
<p>Race/Ethnicity/Minority</p>	<p>Students With Disabilities</p>
<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p>	<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p> <p>In addition, the student’s IEPs will be implemented with fidelity, annually reviewed, and amendment meetings will be held to address the needs of the students, as needed, with supports being provided in the least restrictive environment.</p>

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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SCIENCE GOAL

During the 2023-2024 school year, there will be an average gain equal to or greater than 3% growth on the post-test assessment in science.

OVERARCHING SCIENCE PROGRAM

South Salem Elementary School uses the McGraw-Hill Science curriculum along with the NCSS unit plans, and the Georgia Standards of Excellence. These materials facilitate student learning and promote investigation of the world around them. A county-provided curriculum map helps to align units of study in these areas with reading experiences.

Person(s) Responsible:	Classroom Teachers, Instructional Coaches, and Principal
Evaluation Methods:	Observations, Lesson Plans, Formal/Informal Assessments, Logic Model
Timeline for Implementation:	2023 to 2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Provide engaging learning experiences. (Tier 4 Has Rationale)	Instructional supplies will be used to support the implementation of evidence based instructional strategies and programs. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Notebooks, paper, pencils, ink, post-it notes, glue, crayons, markers, graphic organizers, foldables, printers, iPad, headphones
Provide engaging learning experiences. (Tier 4 Has Rationale)	BrainPop Jr. will be used as an activating strategy for Science instruction. Students and teachers will have access to videos, games, quizzes, & lesson plans to extend Science lessons and make real-world connections to the standards. Teachers will be able to progress monitor using the embedded quizzes within each video. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	BrainPop subscription, laptops, laptop carts, ipads, ipad protectors, ipad carts, headphones, ActivBoards
Provide engaging learning	Nearpod is a student engagement platform that engages students with interactive activities, connects them through collaborative	Title I, Part A	Nearpod subscription, laptops, laptop carts,

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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experiences. (Tier 4 Has Rationale)	discussions, and gains instant insight into student learning through formative assessments. The teacher can create presentations that can contain quizzes, polls, videos, images, drawing-boards, and web content. Teachers can also access over 7K k-12 standards-aligned lessons. Logic Model Required: <input checked="" type="checkbox"/>		ipads, ipad protectors, ipad, carts, headphones, Activboards, paper, ink, pencils
K-3: Guide students through focused, high-quality discussion on the meaning of text. (Tier 4 Has Rationale)	Science will be integrated into other subject areas as appropriate as a means to further support the acquisition of knowledge and reinforce content mastery. Through the integration process students will be provided hands-on, project-based learning opportunities that will support their understanding of the targeted content. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Science materials/kits, 3D printers, paper, pencils, crayons, markers, ink, notebooks, ipads, ipad protectors, ipad cart
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong)	Interactive Notebooks will be used to create a hands-on learning experience that will engage students in the content and process. Through the interactive notetaking process students will obtain ownership of their learning and create a tool that will reinforce their learning. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Notebooks, paper, pencils, ink, post-it notes, glue, crayons, markers, graphic organizers, foldables
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong)	Direct vocabulary instruction will be implemented using the critical vocabulary outlined on the curriculum map. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Marzano strategies (building background knowledge), FCRR resources, paper, pencils, graphic organizers,

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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Provide engaging learning experiences. (Tier 4 Has Rationale)	I-Ready aims to support educators in differentiating instruction and helping students develop essential skills in reading and math. By providing personalized learning experiences, progress monitoring, and data-driven insights, the program helps foster academic growth and achievement. Logic Model Required: <input checked="" type="checkbox"/>	Title 1, Part A	I-Ready software program, chromebooks, headphones, paper, pencils
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantage	Foster And Homeless
<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p>	<p>The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.</p> <p>Additionally, we will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.</p>
English Learners	Migrant

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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Additionally, we will work with the District’s Migrant Liaison in supporting the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school.

Race/Ethnicity/Minority

The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.

Students With Disabilities

The SSE leadership team will meet periodically throughout the year to analyze data from county and state testing as well as classroom performance. In addition, grade level teams will meet regularly with administration and/or academic coaches to examine data from multiple sources to ensure the needs of individual students are being addressed. Benchmark testing, progress monitoring, and classroom performance will be monitored throughout the year and used for instructional planning and differentiated learning activities. Using this data, teachers will plan differentiated lessons for students based upon their needs.

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

In addition, the student’s IEPs will be implemented with fidelity, annually reviewed, and amendment meetings will be held to address the needs of the students, as needed, with supports being provided in the least restrictive environment.

Describe the evidence-based action steps to be taken to achieve the goals.

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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OTHER INSTRUCTIONAL METHODS

Use effective instructional methods that increase the quality and amount of learning time.

- increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
- increase the amount and quality of learning time, such as class-size reduction teachers, supplemental teachers, paraprofessionals, etc.

Person(s) Responsible: Administrators, Instructional Coaches, Teachers

Evaluation Methods: Observations, Formal/Informal, Assessments, Report Card Grades, Logic Model

Timeline for Implementation: 2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Instructional Coaches will assist in building teacher capacity and their understanding of instructional practices as related to the Georgia Performance Standards and Data Driven Instruction. The Instructional Coaches will ensure high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Chart paper, markers, expo markers, ink, binders, dividers
Establish a clear vision for schoolwide data use. (Tier 4 Has Rationale)	Title I Parent Contact will serve as the liaison between the school and the district. The Title I Contact will be used to assist the principal in carrying out the requirements of the Parent Involvement Program in order to provide parents with academically based strategies to help	Title I, Part A	Paper, pencils, ink, printer, scanner, parent engagement handouts

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	support parent involvement beyond the school day. Logic Model Required: <input checked="" type="checkbox"/>		
Teach students to examine their own data and set learning goals. (Tier 4 Has Rationale)	EIP Teachers will provide additional instructional support to students who are performing below grade level in math, by helping them obtain the necessary academic skills to reach grade level performance. Logic Model Required: <input type="checkbox"/>	General Funds	Paper Pencils Notebooks Manipulatives Books Markers, crayons Reading/ELA and math materials

PARENT AND FAMILY ENGAGEMENT PROGRAM

Person(s) Responsible:	Principal, Parent Involvement Coordinator, Title I Parent Contact, and Classroom Teachers
Evaluation Methods:	Feedback from program evaluations, Report Card Grades, Logic Model
Timeline for Implementation:	2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Offer writing, math, reading parent family engagement workshops that provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home Logic Model Required: <input type="checkbox"/>	Title I, Part A	Math materials/resources Reading materials/resources Paper, ink
Send home grade-specific newsletters that provide essential information to parents and foster a connection between the classroom and the home. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Paper Ink folders
Send home “Good News Cards” to promote positive relationships between school personnel and parents. Cards may address things such as school academics and improved behavior.	Title I, Part A	Cards and envelopes, Ink, Labels

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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Logic Model Required: <input type="checkbox"/>		
Host a Parent Resource Room Day with the Parent Involvement Coordinator that invites parents to our parent resource room to connect parents and families with the tools to help their child at home. Logic Model Required: <input type="checkbox"/>	Title I, Part A	Math materials/resources Reading materials/resources
Provide quarterly training and /or value tips to faculty and staff on the importance of building effective partnerships with parents. Logic Model Required: <input type="checkbox"/>	Title I, Part A	handouts paper ink
Title I Parent Contact will serve as the liaison between the school and the district. The Title I Contact will be used to assist the principal in carrying out the requirements of the Parent Involvement Program in order to provide parents with academically based strategies to help support parent involvement beyond the school day. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Copy paper Ink Printer Scanner Chart Paper Pens Ink Folders Envelopes Paper Cardstock Index Cards Sticky Notes Tape Staples/Stapler Paper Clips
Remind will be used to further support the schools efforts in activating and sustaining two-way communication between students, families, and educators. Teachers will use this tool to reach out to parents and improve communication with families and students to build partnerships to support academic success. Logic Model Required: <input type="checkbox"/>	ESSER Funds	Remind Subscription
We will provide continuous communication to parents and families in the quest of achieving academic success for all students to ensure that learning continues beyond the school day.	Title I, Part A	Copy paper Ink Printer

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Logic Model Required:

Scanner
Remind
School Messenger

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

All students participating in the Title I, Part A program, and their families will be encouraged and invited to fully participate in all parent and family engagement opportunities. South Salem Elementary School will provide full opportunity for the participation of parents and family members by...

- Providing assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, how to monitor a child’s progress, and work with educators to improve the achievement of their children
- Inviting all parents in multiple ways to our annual parent orientation meeting, at a convenient time, to inform parents about the school’s Title I program, the nature of the Title I program, the parents’ requirements and the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.
- Providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology, the harms of copyright piracy as appropriate, to foster parental involvement.
- Providing training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents. This includes how to reach out to, communicate, and work with parts as equal partners, implement and coordinate parent programs and build ties between parents and the school by hosting two professional development trainings a year, sharing tips to all school staff, and gathering input on parents on suggested topics of these trainings and tips.
- Providing full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.

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- Providing opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by hosting two schoolwide days of parent conferences.
- Jointly developing with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by conducting an annual parent input meeting and by providing feedback forms on our school’s website, in our front office or parent resource room.
- Coordinating and integrating parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, that encourage and support parents to fully participating in the education of their children We will, to the extent feasible and appropriate.
- Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, childcare, or home visits.

Providing such other reasonable support for parental involvement activities, as parents may request.

PROFESSIONAL LEARNING

Person(s) Responsible:	Instructional Coaches, Classroom Teachers, and Administrators
Evaluation Methods:	Conference Redelivery, Informal/Formal Assessments, Report Card Grades, Logic Models
Timeline for Implementation:	2023-2024 School Year

Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Establish a clear vision for schoolwide data	Instructional Coaches will assist in building teacher capacity and their understanding of instructional practices as related to the	Title I, Part A	Chart paper, markers, expo markers, ink, binders, dividers)

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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use. (Tier 4 Has Rationale)	Georgia Standards of Excellence and Data Driven Instruction. The Instructional Coaches will ensure high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers. Logic Model Required: <input checked="" type="checkbox"/>		
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Selected faculty and staff will attend conferences and trainings to receive specific strategies in the areas of Math, Science, ELA/Reading, Social Studies, and Behavior Management and return to train other teachers to implement these strategies in the classroom. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Conference registration, substitutes, and travel
Establish a clear vision for schoolwide data use. (Tier 4 Has Rationale)	The Faculty and Staff at South Salem Elementary School will incorporate strategies and information from targeted books and online resources and professional learning opportunities. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Professional learning books, Online resources/subscriptions, Paper and ink, professional learning conferences
Make data part of an ongoing cycle of instructional improvement. (Tier 4 Has Rationale)	New Teachers will participate in district-funded BEST Teacher Program to work with a school-based mentor in the efforts to assist with day-to-routines in addition to provide job-embedded professional learning that focuses on new-teacher issues. Logic Model Required: <input type="checkbox"/>	General Funds	
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	The Faculty and Staff at South Salem Elementary School will attend district level professional learning opportunities. Logic Model Required: <input type="checkbox"/>	General Funds	

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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Make data part of an ongoing cycle of instructional improvement. (Tier 4 Has Rationale)	Professional Learning Communities will be used to support our efforts in focusing on interventions rather than remediation. Through our professional learning communities, we will focus on results, create a culture of collaboration, and ensure that students learn. We will use this model of planning to discuss student work and results and explore evidence-based practices that support student achievement. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Chart paper, pencils, pens, ink, paper, post-it notes, professional learning books, laptops, Activboard, document camera
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Contract with Griffin RESA to lead professional development targeting Reading/ELA and Math development. Logic Model Required: <input checked="" type="checkbox"/>	Title, I Part A	Contract with Griffin RESA, paper, pencils, sticky notes, Activboard, laptops, substitutes
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Consult with professional consultants as a means to support the teaching and learning process in all content areas through the use of high-yield, student engaging instructional strategies, thus enhancing student learning. Logic Model Required: <input checked="" type="checkbox"/>	Title, I Part A	Contract with professional learning consultants, paper, pencils, sticky notes, Activboard, laptops, substitutes

TECHNOLOGY EQUIPMENT TO SUPPORT THE CORE CURRICULUM

Person(s) Responsible:	Administrators, Instructional Coaches, K-5 Teachers, Media Specialists, Technology Specialist, and School Technology Assistant
Evaluation Method:	Informal/Formal Assessments, Report Card Grades
Timeline for Implementation:	August 2022-May 2024

Describe the evidence-based action steps to be taken to achieve the goals.

Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
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SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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

<p>Laptop Computers, Chromebooks, Apple TV, headphones and Television, iPads will be used to promote critical thinking and collaboration among students and to facilitate problem-based learning and team-based learning by having students integrate laptops as devices for research, communication, and development during ELA/Reading, Math, Science, and Social Studies instruction. Students will be able to use the laptops to collaborate via Canvas (Learning Management System).</p>	<p>Title I, Part A</p>	<p>Laptop, Chromebooks, computers, Apple TV, headphones, television, iPad, iPad cases, iPad carts, and laptop carts, chargers, power adapters</p>
<p>Document Cameras will engage the students in the learning process. Teachers are able to use cameras to display work samples, ELA/Reading and Math exemplars, error analysis, and as a means to address multiple learning styles during ELA/Reading and Math instruction.</p>	<p>Title I, Part A</p>	<p>Document cameras, laptops, and computers</p>
<p>Interactive Whiteboards provide ways to show students anything, which can be shown on a computer. Additionally, interactive whiteboards allow teachers to record instruction and post the material for review by students later. This is a very effective instructional strategy for students who benefit from repetition.</p>	<p>Title I, Part A</p>	<p>Interactive whiteboards, computers, and laptops</p>
<p>The interactive panel and nooks will be used to provide ways to show students anything which can be shown on a computer. Additionally, interactive whiteboards allow teachers to record instruction and post the material for review by students later. This is a very effective instructional strategy for students who benefit from repetition.</p>	<p>Title I, Part A</p>	<p>Interactive panel, nook, laptops, and computers</p>

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. 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:

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 -

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

Currently at South Salem Elementary School, we offer special service programs that are not Title I funded. These programs include College and Career Readiness Guidance Sessions. These sessions are led by the school counselor and scheduled in classrooms.

- ii). preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Currently at South Salem Elementary School, we offer special service programs that are not Title I funded. These programs include College and Career Readiness Guidance Sessions. These sessions are led by the school counselor and scheduled in classrooms.

- iii). implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

South Salem Elementary School has created policies and procedures to ensure that the RTI process runs smoothly and efficiently. Training has been provided for all teachers in those processes. Counselors provide college and career guidance, and a schedule outlining these guidance sessions is submitted to administration monthly.

- iv). professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

- We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Paraprofessionals, support staff, and administrators participate in school-based staff development along with the certified teaching staff. They also participate in system professional development activities in order to renew their certification. Administrators attend an annual retreat during pre-planning. Recent topics of study include legal updates, relationship building, school improvement initiatives, development of professional learning communities, etc. Professional development for administrators occurs regularly as part of required monthly meetings. Teachers and paraprofessionals receive ongoing professional development on how to increase student achievement using Marzano and other best practices strategies. Parents participate in planned activities throughout the year that focus on strategies they can use to enhance their child’s learning at home. Staff members are also provided articles to read as a means to continue professional development.

Root Cause	Professional Learning to Address Root Cause
<ul style="list-style-type: none"> – Lack of sufficient practice – Inability to handle text complexity due to lack of basic phonics and vocabulary skills 	<ul style="list-style-type: none"> • Instructional Modeling of RBIS Reading Strategies with a focus on text complexity • Phonics Kits Training

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<ul style="list-style-type: none"> - Lack of reading stamina 	<ul style="list-style-type: none"> • Examination of Reading data to create intervention groups and inform instruction
<ul style="list-style-type: none"> - Students need more time using problem-solving skills - Students lack numeracy skills. - Lack of time to allow students to practice skills. - Pushing students to apply mathematical concepts before they truly grasp concepts. - Difficulty with reading negatively impacts student's ability to work through word problems - Students need practice with basic fact fluency - Lessons need to be more rigorous and include multiple evidence based instructional strategies - Teachers need more practice using the CRA model - Teachers need training in Early Numeracy strategies - Parents don't know how to support students in math - Parents need concrete hands-on experiences with math concepts and standards 	<ul style="list-style-type: none"> • Instructional Coach Modeling of RBIS Reading Strategies with a focus problem solving and basic fact fluency, and the CRA Model • Professional Learning on Flocabulary to address math deficits • Consultant training for basic early numeracy • Educating Faculty and Staff on using data to create meaningful parent meetings that are linked to learning. • Parent and Family Engagement Centers and Make and Take Workshops for parent and family engagement

- We have included teachers in professional development activities regarding the use of academic assessments, to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways. . . *Response:*

We have aligned professional development with the State's academic content and student academic achievement standard through ongoing professional development for faculty and staff. Professional Development is an important element of student achievement for all student population groups. Researched Based Instructional Strategies are presented in Professional Learning sessions. Teachers meet within their grade levels on a regular basis during common planning time to review and discuss implementation of instructional strategies that will increase student learning. During these designated planning times, grade level-appropriate professional development occurs on topics such as curriculum development and alignment, data analysis, standards-based teaching strategies, walkthroughs, and the Pyramid of Intervention (POI).

Professional development activities focus on the use of academic assessments and instructional programs. The teaching staff uses the results of standardized tests, universal screening, progress monitoring, class work, etc. to identify areas of strengths and weaknesses for students. Professional development opportunities are then planned to build the knowledge base and capacity of all teachers and staff to address student needs.

South Salem Elementary School Professional Learning Log 2023-2024

The types of on-going professional learning activities provided to all staff at South Salem Elementary School are listed below. Training is provided through the redelivery model, consultants, courses offered in the system and through the Regional Educational Service Agency (RESA), workshops and professional development courses, and graduate work toward advanced degrees, articles and discussions.

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

SSES Professional Development Log 2022-2023

Date	Title	Location	Who attended
7/22/22	New School Year Faculty meeting	Cafeteria	All certified staff
7/26/22	Parprofessional New School Year meeting	Cafeteria	All classified staff
8/8/22	Team Leader Support Meeting	A3-after school	Team Leaders
8/9/22	NSGRA/Reading Progression Training	A3-after school	New teacher training
8/15/22	Heggerty Training	Media Center-after school	K-2 teachers
8/16/22	IOWA Training with Salmon and Turner	A3-during grade level meetings	All certified teachers
8/19/22	Professional Learning with Selkis	Zoom	All staff
8/19/22	Title I Staff orientation	Cafeteria	All staff
8/24/22	PLC Model with Bostic	A3-grade level meetings	All certified staff
8/30/22	K-2 Unit 2 Math Training	A3 with Tukes	K-2 teachers
8/31/22	Technology with Law	A3	All certified staff
9/1/22	Co-Teaching	Media center with Hughes	SpEd and Gen Ed coteachers
9/7/22	PBIS Rewards Training	A3 with Hughes	All staff
9/14/22	GA Numeracy Training	A3 with Tukes	K-2 teachers
9/14/22	BLT	Media center with Bostic	Grade level/dept chairs
9/21/22	Behavior Plan and Referral Process	A3 with Hughes	All staff
9/22/22	MTSS In-service	A1 with Cochran	K-5 teachers
9/28/22	Technology with Law (Canvas)	A3	All certified staff
9/29/22	Faculty meeting	Cafeteria	All staff
10/5/22	Models with Math	A3 with Tukes	K-5 teachers

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10/19/22	Integrating ELA with SS	A3 with Anderson	K-5 teachers
10/24/22	GA Numeracy Follow-up	A3 with Tukes	K-2 teachers
10/26/22	Technology with Law	A3	K-5 teachers
12/15/22	Intro to new Math Standards	A3	K, 2, 4 teachers
12/16/22	Intro to new Math Standards	A3	1, 3, 5 teachers
1/25/23	Intro to Math Progressions and Curriculum Map	A3	K-5 teachers
2/6/23	Lexile and Who's in my class?	A3	K-5 teachers
2/28/23	Math Modeling	A3	K-5 teacher
3/15/23	Statistical Reasoning	A3	K-5 teachers
4/27/23	K-5 Mathematical Practices and Patterns and Algebraic Reasoning	A3	K-5 teachers
5/12/23	EOY Summative Conferences	A3	K-5 teachers

- We have devoted sufficient resources to effectively carry out the professional development activities recruit and retain effective teachers, particularly in high need subjects in the following ways. . .

Response

The administrators at South Salem Elementary School use many strategies to attract HiQ staff. Student teachers assigned to staff in the building are hired when feasible. Staff members recommend professionals they know for positions that become available. References are checked carefully. When possible, grade levels meet with candidates for job openings on their team so that they have input into who will be hired.

SSE relies on state and federal professional development funds to provide necessary training for all teachers, paraprofessionals, support staff, and administrators. Funding is used on a priority basis to cover topics that address identified needs in teaching and learning. SSE teachers attend workshops to learn new strategies that effectively enhance student learning. All teachers will participate in professional development on Math Exemplars and CRA/Math Talk. All K-5 classrooms at SSE have interactive boards, and all teachers use Remind as a means of communication with parents. Ongoing training is provided on the use of available technological resources.

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

Response:

Smooth transitions are important at the elementary level in order to promote learning at all grade levels. To encourage smooth transitions, South Salem Elementary School implements many strategies to enable all children to succeed academically and socially from year to year.

South Salem Elementary School has been approved to have 3 Bright From the Start Pre-K classrooms, one being an inclusion classroom, and pre-kindergarten teachers are included in all professional development opportunities. Pre-kindergarten teachers hold an orientation for parents at the beginning of the school year. The school works with many organizations so that families know about Pre-K registration for the lottery funded classes.

South Salem Elementary School posts registration information on the school website and advertises on the school sign, by flyers, and on social media. Local daycare and Head Start programs receive annual announcements about enrollment opportunities. Children with special needs are identified through Babies Can't Wait and referred to our Special Needs Pre-K program. Pre-K students are assessed using developmental skills checklists so that children who need support can be identified before going to kindergarten. Pre-K students visit kindergarten classrooms and are introduced to the teachers prior to the end of the year. Kindergarten Roundup is a county initiative that takes place every spring. Kindergarten Roundup gives parents an opportunity to register their children for kindergarten classes.

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BUILDING FAMILY FRIENDLY SCHOOLS

In the section below, describe strategies to build family-friendly schools by providing a high quality customer service.

Front Office Staff: The Title I Contact will provide quarterly training and /or value tips to faculty and staff on the importance of building effective partnerships with parents.

Administrators: The Title I Contact will provide quarterly training and /or value tips to faculty and staff on the importance of building effective partnerships with parents.

Classroom Teachers: The Title I Contact will provide quarterly training and /or value tips to faculty and staff on the importance of building effective partnerships with parents.

Counselors: The Title I Contact will provide quarterly training and /or value tips to faculty and staff on the importance of building effective partnerships with parents.

Other Faculty/Staff: The Title I Contact will provide quarterly training and /or value tips to faculty and staff on the importance of building effective partnerships with parents.

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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

- a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

Response:

During the 2008 – 2009 school year, the Building Leadership Team (BLT) met with Rebecca Reeves, Educational Consultant, to begin the process of developing an initial School-Wide Title I Improvement Plan. For 2008-2009, the school operated under a Targeted Assistance Title I Plan.

As part of the school-wide plan needs assessment-data gathering process, demographic data regarding the student population, student achievement, professional learning, and school strengths and weaknesses were compiled. The Leadership Team then conducted a comprehensive needs assessment through the analysis of all data.

Each year the process of reviewing and analyzing data is completed for the purpose of updating the schoolwide plan for the purpose of continuing efforts in promoting school improvement.

An extensive comprehensive needs assessment is included as a core part of South Salem’s school improvement plan. Refer to the Comprehensive Needs Assessment section to view extensive data sets.

- b). Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Response:

The South Salem Elementary leadership team met to develop the initial Title I school-wide improvement plan during the summer of the 2008-2009 school year. Members of the leadership team participating in the development of the School Wide Plan included: the principal, assistant principals, counselor, special education representative, and grade level representatives. Meetings were held to share progress with staff, parents and the community.

Each year the process of reviewing and analyzing data is completed for the purpose of updating the schoolwide plan in our continuing efforts in promoting school improvement. The principal, assistant principals, counselors, and grade level representatives participated in developing the school-wide plan, with feedback from parents included in the process.

- c). Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Response:

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

We will monitor our Title I Plan regularly by reviewing data and making adjustments to prioritize our needs with input from stakeholders. The Title I Plan will be posted on our school's website to give all stakeholders the opportunity to review and give input. Copies of the Title I plan will be made available at the request of any stakeholder. All stakeholders will be invited to our annual Title I input meeting where they may give feedback on the Title I Plan.

d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform

Response:

The school wide Title I plan is posted on the school's website. The plan is emailed and uploaded to the district's SharePoint program for review by the NCSS Title I Director and the NCSS Central Office Staff. Hard copies are available in the school office and the media center for parents that do not have access to the internet and for any community member that may wish to review it. The plan will be updated annually and made available through the process described here.

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

We coordinate and integrate available resources and programs to include Title I, Part A, 21st Century Program, Title III, Title IV, Title IX, food and nutrition programs, and other local and state programs to create comprehensive supports aimed to promote school improvement while increasing student achievement.

4. ESSA Requirements to Include in the Schoolwide Plan- Sections 1112(b)(10) 1116 (b)(1)

a). 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.

Response:

All students participating in the Title I, Part A program, and their families will be encouraged and invited to fully participate in all parent and family engagement opportunities. **South Salem Elementary School** will provide full opportunity for the participation of parents and family members by...

Linked to Learning Meetings

- We will provide assistance to parents regarding understanding the state standards, state, and local assessments, provide materials and training to help parents work with their children to improve their achievement (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement using primary and secondary methods.

Annual Title I Parent Orientation

- Invite all parents in multiple ways to our annual parent orientation meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

Accessibility

- We will share information related to school and parent programs, meetings, and other activities to the parents of participating children (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) in a format and, to the extent practicable, in a language the parents can understand.

Annual Parent Input Meeting

- Jointly developing with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by conducting an annual parent input meeting and by providing feedback forms on our school's website, in our front office or parent resource room.

Coordinating Programs

- Coordinating and integrating parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, that encourage and support parents to fully participating in the education of their children

Flexible Meeting Times

- We will offer flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, childcare, or home visits.

Other Reasonable Support

- Providing such other reasonable support for parental involvement activities, as parents may request.

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

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—

i. through coordination with institutions of higher education, employers, and other local partners; and

Response: Not applicable

ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Response: Not applicable

5. Evaluation of the Schoolwide Plan—34 CFR § 200.26

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

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.

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

Response: We plan to evaluate our plan yearly using data from the State’s assessments, other student performance data, including perception data to determine if the schoolwide program has been effective in addressing the areas of need. We will use the Title I Program Evaluation and Logic Model evaluations to determine if the identified strategies/interventions/activities were effective in addressing the major problem areas and root causes as identified in our Comprehensive Needs Assessment. We will revise our plan during the Annual Summer Planning meeting and as new data becomes available revealing a need to implement new strategies and interventions to ensure continuous improvement.

We are using evidence-based or other effective strategies to improve student achievement through the use of logic models.

See Appendix for Software Logic Model (All software programs must have a separate logic model)

See Appendix for Instructional Coach Logic Model

See Appendix for Title I Class Size Reduction Logic Model

See Appendix for Title I Supplemental Teacher Logic Model

See Appendix for Title I Paraprofessional Logic Model

See Appendix for Professional Learning

See Appendix for Building Parent Capacity Logic Model

See Appendix for Building Staff Capacity Logic Model

See Appendix for Parent Survey

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

SOFTWARE: Flocabulary	
MODEL	RESPONSES
Goal:	During the 2023-2024 school year, there will be an average gain equal to or greater than 3% growth on the FASTBridge assessment in Math, ELA/Reading.
Describe Intervention/Strategy/Practice that this software will be used as a resource:	Flocabulary is a library of songs, videos, and activities for K-12 online learning. Flocabulary’s research-based approach engages students and drives academic achievement across the curriculum.
Current Research Available that demonstrated rationale that suggests it may work: https://www.evidenceforessa.org/ http://www.bestevidence.org/ https://ies.ed.gov/ncee/wwc/	
Response: https://nearpod.com/hendry-county-research https://www.researchgate.net/publication/271627331_Using_Nearpod_in_Elementary_Guided_Reading_Groups	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	Grades 3-5
Person Responsible:	Classroom Teacher, Instructional Coach, and Administration
Implementation Plan of Action:	
<ul style="list-style-type: none"> Teachers will use Flocabulary during their daily instruction to engage students in the learning process. Teachers will create standards-based presentations or use existing standards-aligned lessons to implement. Pre-test data will be gathered in October by means of the end of first nine weeks report card. Students will use Flocabulary software approximately 30 minutes a week to develop academic skills in ELA, Math, and Science. Software usage will be monitored through lesson plans and classroom observations. Post-test data will be gathered in May by means of the end of year report card. 	
How will the success be measured? What is the school’s theory of change for this intervention?	Success will be measured by reviewing the teacher usage reports. The school theorizes that student achievement will increase as a result of this intervention.
What are the outcomes or milestones that will evaluate success?	The end of the year growth will be measured in the Spring to show that 80% of teachers used the software to increase student achievement.
Progress Monitoring Dates:	Beginning of the Year: October 2023 Middle of the Year: January 2023 End of Year: May 2024
Evidence-Based Evaluation	Due May 2024

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

SOFTWARE: BrainPOP Jr.

MODEL	RESPONSES
Goal:	During the 2023-2024 school year, there will be an average gain equal to or greater than 3% growth on the FASTBridge assessment in Math, ELA/Reading.
Describe Intervention/Strategy/Practice that this software will be used as a resource:	BrainPOP jr. is used as an activating strategy for ELA/Reading and Math instruction. Students and teachers will have access to videos, games, quizzes, & lesson plans to extend ELA/Reading and Math lessons and make real-world connections to the standards. Teachers are able to progress monitor using the embedded quizzes within each video.
Current Research Available that demonstrated rationale that suggests it may work: https://www.evidencefoessa.org/ http://www.bestevidence.org/ https://ies.ed.gov/ncee/wwc/	
A Study of the Effectiveness of BrainPOP jr.– Executive Summary https://educators.brainpop.com/printable/study-effectiveness-brainpop-executive-summary/ The Effectiveness of Brain Pop jr. https://educators.brainpop.com/printable/study-effectiveness-brainpop-full-report/ RTI and BrainPOP jr. https://educators.brainpop.com/funding/research-resources/rti-and-brainpop/ Fluency Games and BrainPOP jr. https://educators.brainpop.com/printable/fluency-games-brainpop/	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	Grades K-5
Person Responsible:	Classroom Teacher, Instructional Coach, and Administration
Implementation Plan of Action:	
<ul style="list-style-type: none"> • Gather baseline data from the BrainPOP software program usage report. • Classroom teachers will use the software program to support instruction and engage students in the lessons. • Gather data at mid-year and the end of the year to determine how much the school used the software program. 	
How will the success be measured? What is the school's theory of change for this intervention?	The success of BrainPOP will be measured from reviewing the usage reports. South Salem theorizes that school usage will increase student achievement.
What are the outcomes or milestones that will evaluate success?	The end of the year outcome will be measured by the BrainPOP software usage reports to show that at least a 50% increase of the program by the end of the school year.
Progress Monitoring Dates:	Beginning of Year: October 2023 Mid-Year: January 2024 End of the Year: May 2024
Evidence-Based Evaluation	Due May 2024

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

SOFTWARE: I-Ready

MODEL	RESPONSES
SMART Goal:	During the 2023-2024 school year, there will be an average gain equal to or greater than 3% growth on the FASTBridge assessment in Math, ELA/Reading.
Describe Intervention/Strategy/Practice that this software will be used as a resource:	I-Ready aims to support educators in differentiating instruction and helping students develop essential skills in reading and math. By providing personalized learning experiences, progress monitoring, and data-driven insights, the program helps foster academic growth and achievement.
Current Research Available that demonstrated rationale that suggests it may work: https://www.curriculumassociates.com/programs/i-ready-learning/personalized-instruction/reading https://www.educatorstechnology.com/2022/11/i-ready-learning-system-full-review-for.html https://speechify.com/blog/i-ready-program-guide-and-review/?landing_url=https%3A%2F%2Fspeechify.com%2Fblog%2Fi-ready-program-guide-and-review%2F	
<p>Response:</p> <p>One of the most significant benefits of i-Ready is that it is an adaptive tool using personal data to customize the learning experience. One primary challenge for teachers is learning how to work with students who may be struggling, especially when those struggles are different for each child in their classroom. https://www.educationopinion.net/online-education/are-classrooms-ready-for-i-ready-benefits-and-drawbacks-of-the-i-ready-method.html</p> <p>I-Ready allows your teacher(s) to meet your child exactly where they are and provides data to increase your child's learning gains. I-Ready consists of two parts: Diagnostic and Personalized Instruction. https://content.schoolinsites.com/api/documents/172fadfb93d441d491193f93b2fa6a54.pdf</p> <p>I-Ready Instruction provides students with lessons based on their individual skill level and needs, so your child can learn at a pace that is just right for him or her. These lessons are fun and interactive, with games and characters to keep your child engaged as they learn. https://www.highlineschools.org/departments/testing/i-ready-assessment</p>	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input type="checkbox"/>
Intervention Population:	Grades K-5
Person Responsible:	Classroom Teacher, Instructional Coach, and Administration
Implementation Plan of Action:	
<p>Response:</p> <p>1. Screen all students for potential reading and math deficits using the phonics inventory, NSGRA, and the FastBridge A-Reading and A-Math assessment.</p>	

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2. Provide differentiated reading and math instruction for all students based on assessments of students' current reading and math levels.
3. Provide access to I-ready during independent work sessions during small group rounds which will allow students to work on their targeted learning needs.
3. Provide intensive, systematic instruction at least 3 times each week working on targeted foundational reading and math skills in small groups. The small groups will meet between three and five times a week for 10 to 20 minutes.
4. Monitor the progress of the students quarterly. Use this data to determine whether students still require remediation within the foundational reading and math.
5. Teachers will meet with the administrative team and instructional coach to discuss student progress towards proficiency.

How will success be measured? What is the school's theory of change for this intervention?	The success of I-Ready will be measured from reviewing the usage reports. South Salem theorizes that school usage will increase student achievement.
What are the outcomes or milestones that will evaluate success?	End of Year: The end of the year outcome will be measured by the I-Ready software usage reports to show that at least a 50% increase of the program by the end of the school year.
Progress Monitoring Dates:	Beginning of Year: October 2023 Mid-Year: January 2024 End of the Year: May 2024
Evidence-Based Evaluation	Due: May 2024

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Instructional Supports, Books and Supplies

MODEL	RESPONSES
Goal:	During the 2023-2024 school year, there will be an average gain equal to or greater than 3% growth on the FASTBridge assessment in Math, ELA/Reading.
Intervention/Strategy/Practice:	Incorporating technology and informational and Literary books into teaching and learning practices

Current Research Available that demonstrated rationale that suggests it may work:

Why Do We Need Technology Integration?: The myriad benefits of integrating technology into the classroom. <https://www.edutopia.org/technology-integration-guide-importance>

Technology use in instruction and teacher perceptions of school support for technology use in Post-Test high schools <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599>

Improving Adolescent Literacy: Effective Classroom and Intervention Practices Improving Adolescent Literacy: Effective Classroom and Intervention Practices
https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf

How to Get the Benefits of Interactive Notebooks in Digital Formats
<https://www.edutopia.org/article/how-get-benefits-interactive-notebooks-digital-formats>

Is there an ESSA Rating in place for this software? If so, what is it?

Strong Evidence
 Moderate Evidence
 Minimal Evidence
 No ESSA Rating Exist:

Intervention Population:

K-5 6-8 9-12

Person Responsible:

Classroom Teacher, Paraprofessional, Administration

Implementation Plan of Action:

1. Collect baseline data using formal and informal assessments.
2. Establish benchmarks for the year.
3. Incorporate the use of technology, books (informational and literary), and interactive notebooks into teaching and learning practices through various instructional practices to include:
 - a. Whole Class Instruction- Whole class instruction brings teachers, techniques, students, and a shared learning goal together via direct, explicit instruction
 - b. Small Group Instruction- Small group instruction usually follows whole group instruction to reinforce or reteach specific skills and concepts and provides a reduced student-teacher ratio.
 - c. Flexible Grouping-Flexible Grouping ensures that students are receiving instruction that is tailored to their individual needs. The groups change according to the results of informal/formal assessments. This model of instruction emphasizes intervention rather than remediation
 - d. Extended Learning – Extended learning refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.
4. Progress monitor to analyze student learning and to assess effectiveness of the learning tools.

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5. Adjust teaching and learning practices.
6. Progress monitor to analyze student learning and to assess effectiveness of the learning tools after adjustments
7. Complete a final assessment of student learning.
8. Communicate progress with parents, administrators, and other related staff.

How will success be measured? What is the school's theory of change for this intervention?	Success will be measured using formal and informal assessments. The team theorizes that providing hands on tools that support all modalities of learning will help to increase student achievement.
What are the outcomes or milestones that will evaluate success?	Success will be evaluated based on the meeting of the intervention/strategy goal.
Progress Monitoring Dates:	Beginning of Year: October 2023 Mid-Year: January 2024 End of Year: May 2024
Evidence-Based Evaluation	Due May 2024

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TITLE I INSTRUCTIONAL COACH	
MODEL	RESPONSES
Goal:	During the 2023-2024 school year, there will be an average gain equal to or greater than 3% growth on the FASTBridge assessment in Math, ELA/Reading.
Intervention/Strategy/Practice:	The Title I Instructional Coach will work with the faculty to promote learning that impacts student achievement and provide professional learning to address our root causes for ELA/Reading and Math and will support the implementation of Science and Social Studies content.
Current Research Available that demonstrated rationale that suggests it may work:	
Instructional Coaching. Kowal, Julie; Steiner, Lucy <i>Center for Comprehensive School Reform and Improvement</i> https://eric.ed.gov/?id=ED499253 Coaching: A Strategy for Developing Instructional Capacity-Promises and Practicalities https://www.aspeninstitute.org/publications/coaching-strategy-developing-instructional-capacity-promises-and-practicalities/ https://www.marzanoresearch.com/resources/tips/ci_tips_archive Instructional Coaching for Teachers: A Strategy to Implement New Practices in the Classroom by Mary Devine, Claude Houssemand, and Raymond Meyers https://www.sciencedirect.com/science/article/pii/S1877042813034460	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	Grades K-5
Person Responsible:	Instructional Coaches and the Principal
Implementation Plan of Action:	
Response: <ul style="list-style-type: none"> • The Title I Instructional coaches will meet with staff every other Wednesday during their planning time and at other times as needed to provide professional development, support with understanding the unit plans, and developing differentiated lessons. The instructional coaches will also support teachers with analyzing student data for the purpose of creating instructional opportunities that will aid students in their academic progress. • Instructional coaches will model evidence based instructional practices and provide teachers feedback regarding their teaching practices. 	
How will success be measured? What is the school's theory of change for this intervention?	Success will be measured using the post assessment data. The school theorizes that this intervention will increase student achievement.
What are the outcomes or milestones that will evaluate success?	The end of the year progress will be measured by post assessment data. Success will be based upon meeting the intervention/strategy goal.
Progress Monitoring Dates:	Beginning of the Year: October 2023 Middle of the Year: January 2024

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	End of Year: May 2024
Evidence-Based Evaluation	Due May 2024

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CLASS SIZE REDUCTION TEACHER	
MODEL	RESPONSES
Goal:	During the 2023-2024 school year, there will be an average gain equal to or greater than 3% growth on the FASTBridge assessment in Math, ELA/Reading.
Intervention/Strategy/Practice:	The Class Size Reduction Teacher will be used to support the implementation of evidence based instructional practices by creating a reduced classroom size. Through the reduced classroom model, students across the grade level will be able to receive more intensive instruction due to the decrease in the number of pupil to teacher ratio.
Current Research Available that demonstrated rationale that suggests it may work:	
<ul style="list-style-type: none"> <i>Classroom Instruction That Works</i> by R.J. Marzano, D.J. Pickering, and J.E. Pollock, 2001, Alexandria, VA: ASCD Marzano, R. J. (2004). <i>Building background knowledge for academic achievement: Research on what works in schools.</i> Alexandria, VA: Association for Supervision and Curriculum Development. Marzano, R.J. and Pickering, D.J. (2005). <i>Building Academic Vocabulary Teacher’s Manual.</i> Alexandria, VA: Association for Supervision and Curriculum Development. 	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	Students in 1 st
Person Responsible:	Classroom Teacher, Instructional Coach, Principal
Implementation Plan of Action:	
<ul style="list-style-type: none"> Classroom teachers will review the data and develop intervention to target weak skills. The Instructional Coach meets with the teachers to monitor student progress and model strategies for classroom implementation. Class-size reduction teacher will administer a midterm benchmark to assess growth. The principal will meet with the instructional coach and class-size reduction teacher bi-monthly to discuss student achievement. Class-size reduction teachers will continue to target areas of weaknesses for each student. 	
How will success be measured? What is the school’s theory of change for this intervention?	Success will be measured using the post assessment data. The school theorizes that this intervention will increase student achievement.
What are the outcomes or milestones that will evaluate success?	The end of the year progress will be measured by post assessment data. Success will be based upon meeting the intervention/strategy goal.
Progress Monitoring Dates:	Beginning of the Year: October 2023 Middle of the Year: January 2024 End of Year: May 2024
Evidence-Based Evaluation	Due May 2024

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TITLE I PARAPROFESSIONAL	
MODEL	RESPONSES
Goal:	During the 2023-2024 school year, there will be an average gain equal to or greater than 3% growth on the FASTBridge assessment in Math, ELA/Reading.
Intervention/Strategy/Practice:	Supplemental Paraprofessional for Pull out and Push In Small Group Instruction for math and reading
Current Research Available that demonstrated rationale that suggests it may work:	
<p>Ask A REL West at WestEd. (2016). <i>Paraeducator training and student outcomes</i>. Retrieved from https://relwest.wested.org/system/documents/pdfs/440/original/REL_West_Memo_Paraeducator_training_and_outcomes_1015.pdf?1446145423</p> <p>Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	Kindergarten
Person Responsible:	Classroom Teacher, Paraprofessional, Administration
Implementation Plan of Action:	
<ul style="list-style-type: none"> ● Planning <ul style="list-style-type: none"> ○ The teacher and paraprofessional will collaborate to prepare the lesson, identify who the lesson is for, and the objectives and purpose of the lesson. ● Working with Students <ul style="list-style-type: none"> ○ The paraprofessional implements the lesson prepared by the teacher; support the instruction delivered by the classroom teacher such as providing small group support or assisting with classroom management to promote learning using Marzano High Yielding Strategies. ● Communicating the Performance of Students to the Teacher <ul style="list-style-type: none"> ○ The paraprofessional records the student performance and communicates this information to the teacher. ● Communicating the Performance of Paraprofessional to the Principal and Teacher <ul style="list-style-type: none"> ○ The principal will meet the para each month to discuss instructional log and the teacher as needed to assist the paraprofessional with their success in teaching the lesson including their interactions with the teacher and students during the planning, working with students, and communicating the performance of students to the teacher. 	
How will success be measured? What is the school's theory of change for this intervention?	Success will be measured using the POST-TEST Assessment data. The school theorizes that this intervention will increase student achievement.
What are the outcomes or milestones that will evaluate success?	The end of the year progress will be measured by POST-TEST Assessment data. Success will be based upon meeting the intervention/strategy goal.
Progress Monitoring Dates:	Beginning of Year: October 2023 Mid-Year: January 2024

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	End of Year: May 2024
Evidence-Based Evaluation	Due May 2024

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PROFESSIONAL LEARNING	
MODEL	RESPONSES
Goal:	During the 2023-2024 school year, there will be an average gain equal to or greater than 3% growth on the FASTBridge assessment in Math, ELA/Reading and Science as measured on the 4th and 5th Grade Report Card.
Intervention/Strategy/Practice:	Professional learning strategies as outlined in the Schoolwide Plan—Professional Learning Communities will be used to support our efforts in focusing on interventions rather than remediation. Through our professional learning communities, we will focus on results, create a culture of collaboration, and ensure that students learn. We will use this model of planning to discuss student work and results and explore evidence-based practices that support student achievement.
Current Research Available that demonstrated rationale that suggests it may work:	
A review of research on the impact of professional learning communities on teaching practice and student learning by Vicki Vescio, Dorene Ross, and Alyson Adams www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	Grades K-5
Person Responsible:	Instructional Coaches and Administrators
Implementation Plan of Action:	
<ul style="list-style-type: none"> Professional development activities will focus on the results of academic assessments and instructional programs. The teaching staff, instructional coaches, and administrators will analyze the results of standardized tests, universal screeners, progress monitoring, class work, etc. to identify areas of strengths and weaknesses for students. Professional development opportunities will then be planned to build the knowledge base and capacity of all teachers and staff to address student needs. Evaluations will take place at the end of each professional learning opportunity to assess its effectiveness. 	
How will success be measured? What is the school's theory of change for this intervention?	Success will be measured using the POST-TEST Assessment data. The school theorizes that this intervention will increase student achievement.
What are the outcomes or milestones that will evaluate success?	The end of the year progress will be measured by POST-TEST Assessment data. Success will be based upon meeting the intervention/strategy goal.
Progress Monitoring Dates:	Beginning of the Year: October 2023 Middle of the Year: January 2024 End of Year: May 2024

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

Evidence-Based Evaluation	Due May 2024
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TITLE I PARENT ENGAGEMENT PROGRAM	
MODEL	RESPONSES
SMART Goal:	To have at least 33% of parents participate in primary building parent capacity activities as measured by parent meeting attendance by the end of the 2023-2024 school year.
Intervention/Strategy/Practice:	Building Parent Capacity using Primary and Secondary Methods
Current Research Available that demonstrated rationale that suggests it may work:	
Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf	
Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships https://www2.ed.gov/documents/family-community/partners-education.pdf	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12
Person Responsible:	Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers
Implementation Plan of Action:	
<ol style="list-style-type: none"> 1. Convene an annual parent orientation that informs parents about the Title I Program, the parents’ requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact. 2. Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school by implementing purposely designed parent and family engagement opportunities that impact student achievement, providing interpreters for parents of EL students, and offering flexible meeting times. 3. Review grade-level content area data and determine the skills/focus areas to strengthen school-improvement goals. Use the parent and family engagement planning forms to develop workshops that shares strategies and activities linked to the skills/focus areas in the efforts to build the capacity of the parents to complete the strategies/activities with their child effectively. 4. Provide continuous communication to parents via / flyers / handouts / weekly folders/ brochures/emails / text messages / social media posts / website / parent portal or newsletter that shares links to video / tip sheets / that promotes effective school-parent partnerships in a format and language that parents can understand. 5. Provide full opportunity for the participation of parents with limited English, parents with disabilities, and parents of migratory children. 	

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6. Host schoolwide parent-teacher conference days to share student progress at school, share academic and/or behavioral strategies and activities to propel students towards academic success.

7. Inform and invite parents to our Parent Resource Room that provide parents and families with a variety of materials (books, tip sheets, manipulatives, strategy cards, etc.) and resources to help support specific academic needs.

8. Convene an annual parent input meeting to gather feedback on the Title I Program, school and LEA parent and family engagement policies, the schoolwide plan, and the school-parent compact, building staff capacity, 1% parent budget, and the CLIP.

**How will success be measured?
What is the school's theory of change for this intervention?**

We will use the feedback gathered from parent meeting evaluations, stakeholder meetings, and the parent surveys to evaluate the effectiveness of our Parent and Family Engagement Program.

We theorize that parents will become supporters, encouragers, monitors, advocates, decision makers, and collaborators in the efforts to increase student achievement.

What are the outcomes or milestones that will evaluate success?

Higher grades and test scores, high school attendance, greater likelihood of graduating from high school, better chance of postsecondary enrollment, fewer discipline issues,

**Evidence-Based Evaluation
(Due May 2024)**

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TITLE I PARENT ENGAGEMENT PROGRAM

MODEL	RESPONSES		
SMART Goal:	To provide four or more opportunities to build staff capacity to work with parents as equal partners by the end of the 2023-2024 school year.		
Intervention/Strategy/Practice:	Building Staff Capacity using Primary and Secondary Methods		
Current Research Available that demonstrated rationale that suggests it may work:			
Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships https://www2.ed.gov/documents/family-community/partners-education.pdf			
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>		
Intervention Population:	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12		
Person Responsible:	Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers		
Implementation Plan of Action:			
Primary Method In-Person Faculty Meeting	1 st Nine Weeks	Due by August 31 of each school year	Powerful Partnerships: Staff Parent and Family Engagement Orientation
*Secondary Method Handouts, Tip Sheets, Videos	2 nd Nine Weeks	Due by the end of the 2 nd nine weeks	Optional tools to address topics identified with the assistance of parents.
Primary Method In-Person Faculty Meeting	3 rd Nine Weeks	Due by January 31 of each school year	Powerful Partnerships: Building Powerful Partnerships: School Parent Compacts
*Secondary Method Handouts, Tip Sheets, Videos	4 th Nine Weeks	Due by the end of the 4 th nine weeks	Optional tools to address topics identified with the assistance of parents.
How will success be measured? What is the school’s theory of change for this intervention?	We will measure the success of by having each participating complete an evaluation form after the building staff capacity professional learning sessions. We will also collect feedback after each secondary method on how we can use the strategies shared to enhance our parent and family engagement program. We theorize that our faculty and staff will provide high-quality customer service, honor, and recognize families’ funds of knowledge, connect family engagement to student learning, and create a welcoming and an inviting school culture		

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What are the outcomes or milestones that will evaluate success?	Parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement. The students' education becomes a shared responsibility.
Evidence-Based Evaluation (Due May 2024)	

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TITLE I PARENT ENGAGEMENT PROGRAM	
MODEL	RESPONSES
SMART Goal:	To have at least 33% of parents that offer input on our Title I Parent and Family Engagement Program as measured by the 2023-2024 Parent and Family Engagement Survey.
Intervention/Strategy/Practice:	Parent Survey
Current Research Available that demonstrated rationale that suggests it may work:	
Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships https://www2.ed.gov/documents/family-community/partners-education.pdf	
Is there an ESSA Rating in place for this software? If so, what is it?	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
Intervention Population:	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12
Person Responsible:	Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers
Implementation Plan of Action:	
<ol style="list-style-type: none"> 1. Offer ongoing opportunities to build the capacity of parents and staff to work together as equal partners by focusing on the following areas: <ul style="list-style-type: none"> • Communication • Building Parent Capacity Parent Involvement Workshops/Conferences/Activities • Flexible Meeting Times • Title I Parent Involvement Funds • Building Staff Capacity 2. The Parent and Family Engagement Survey is designed to be a tool that produces family and staff capacity outcomes for Effective Family-School Partnerships that support student achievement and school improvement. 	
How will success be measured? What is the school’s theory of change for this intervention?	
We will measure the success of these sessions by at least 33% of our parents and family complete survey and the end of the 2023-2024 school year. We theorize that parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement. The students’ education becomes a shared responsibility.	
What are the outcomes or milestones that will evaluate success?	
Family and Staff Capacity Outcomes School and Program Staff Who Can: <ul style="list-style-type: none"> • Honor and recognize families’ funds of knowledge • Connect family engagement to student learning • Create a welcoming and an inviting school culture 	Families who can negotiate multiple roles Supporters Encouragers Monitors Advocates Decision Makers Collaborators
2021-2022 Student Enrollment	856

SOUTH SALEM ELEMENTARY SCHOOL 2023-2024

2021-2022 # of Parents who took the survey	176
2022-2023 Student Enrollment	858
2022-2023 # of Parents who took the survey	26
2023-2024 Student Enrollment	
2023-2024 # of Parents who took the survey	