2023-2024 Comprehensive School Improvement Plan

Name of School: Christiansburg Elementary School

School Division: Montgomery County Public Schools

Area of Focus: English Language Arts (ELA) (Title 1 Component 1)

SMART Goal: Division Goal Statement: All students will reach grade level proficiency as identified by multiple data points including PALS, MAP (1-5) and SOL testing. On and above grade level students will make a minimum of one year of progress and below grade level students will obtain one to one and a half year of progress.

CPS/CES will work to achieve and maintain full accreditation status in the areas of English as set by the Virginia Department of Education. All students in grades 3-5 will show growth on the SOL assessments. CPS/CES students will maintain or exceed our three year averages in the critical area of Reading. We will decrease the failure rate for African American students and students with disabilities in reading by 10%. Three year averages: English-76.8.

The failure rate would reduce from: Raw Scores

Black students: 38% to 35%

Student with Disabilities: 58% to 51%

Economically Disadvantaged: 34% to 31%

School's Current Reality Spring 2023 Data

- K: Spring 2023 PALS data shows 93% of students met or exceeded PALS benchmarks
- 1: Spring 2023 PALS data shows 78% of student met or exceeded the PALS benchmarks
- 2: Spring 2023 PALS data shows 78% of students met or exceeded the PALS benchmarks

CES 2022-23 SOL Data

Reading: All Students 76.77%; Black 64%, Disadvantaged 63.4%; Students with Disabilities 43.64% Reading With Growth: All Students 84%; Black 68%; Disadvantaged 75%; Students with Disabilities 64%

Essential Action /Research-based Strategy/Evidence-based Intervention: Implementation of a Tiered, Differentiated Intervention Process to Assign Research-Based Interventions Aligned with the Individual Needs of Identified Students: Identify tiered, differentiated intervention options available to assist identified students.

☐ Academic Review Finding

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
Classroom teachers deliver Tier 1 reading instruction using an explicit and systematic structure of phonics, reading, and writing workshops to develop proficient readers and writers as measured through student assessment data for MCPS. Lesson plans will contain a mastery objective, criteria for success, itinerary and why. Lessons plans will also contain the SOL.	Classroom Teachers	Daily	Lesson plans Formal and Informal Observations Data sheets Exemplars of student work Assessment Data Small Group Reading Observations	Classroom Teachers Administration	Vertical ELA Meetings PLC Agendas Ongoing	
Tier 1 Instruction Engaging Strategies - Classrooms, special education, reading, and ELL teachers will participate in the year-long professional development on incorporating engaging strategies within their classroom. These include: Personal Response, Clear/Modeled Expectations, Emotional/Intellectual Safety Learning with others Sense of audience Choice Novelty and Variety,	Classrooms, special education, reading, and ELL teachers	Ongoing	Lesson plans Formal and Informal observations Benchmark Advance Training	Administration	Ongoing August 23 Clear Modeled Expectations October 25 Learning with others November Personal Choice	

^{*}Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.

Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

• Authorisity				I	I	<u> </u>
• Authenticity 2. Tier 1, Tier 2, & Tier 3 Instructional Co-Planning Classroom teachers, reading specialists, and special education teachers will implement a variety of co-teaching models and methods to	Classroom Teachers Reading specialists Special Education Teachers	Bi-Monthly Grade Level /Data Meetings	Agendas from Co-Planning Meetings with classroom teachers, reading specialists, and special education teachers	Classroom Teachers Special Education Teachers Reading Specialists	4.5 weeks for special education and general education students	
deliver targeted Tier 1, Tier 2 and Tier 3 instruction to selected students. Instructional teams will plan closely during their regularly scheduled team meetings to ensure that students receive direct, structured, multisensory literacy instruction that covers all components of literacy development.	EL Teachers Gifted Teachers		Master Schedule Meeting times are built into the Master Schedule.	Instructional Coaches Administrators EL Teachers Gifted Teachers		
3.Evidence Based Instruction Teachers will utilize research based practices when delivering reading instruction. Students in grades K-will participate in the workshop model throughout the 2 hour block, receiving targeted differentiated lessons in all literacy components, phonics, mini lesson, small group and writing. This will include differentiated literacy work stations within the small group portion of the ELA block.	Classroom Teachers Reading specialists Special Education Teachers	Ongoing	Grade Level SOL/Benchmark Workshop Schedule Pacing Guide and Assessment Framework Plan will be followed according to MCPS recommendations. Work stations will include the mastery objective and criteria for success. Use of Formative & Summative Assessments Forms of assessment include: exit slips, menus, verbal and nonverbal	Instructional Coaches Classroom Teachers	Ongoing	

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4. New Teacher Training &	New Teachers	Ongoing	responses, and Benchmark weekly assessments. Report cards will reflect student performance on grade level standards, with accommodations for students with special needs, as written in IEP/504 plans. All In Tutoring Grade Level	Administration	Ongoing	
Support New teachers will participate in ongoing training throughout the year in order to implement the curriculum adoption with fidelity.	Trew rederies	Oligoliig	SOL/Benchmark Workshop Schedule Pacing Guide and Assessment Framework Plan will be implemented as follows according to MCPS recommendations.	Lead Mentor Coach Mentor Teachers	New Teacher Division Training (August) September 18, 2023 Mentor Meeting September 2023 October 2023 November 2023 January 2024	
Supplemental Supports: What add	ditional action steps will	l be implemented t	o support achievement, op	portunity, and/or acces	s for students?	
- 11	sh Learners			Students with Disa		

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
		A	ction Plan			
Essential Action /Research-based Strategy/Evidence-based Intervention: Tier 2 and 3 interventions will include small group instruction for reteaching, strategy groups for specific skill deficit needs, and one to one sessions as needed. Teachers will utilize evidence-based practices, including those listed below.					☐ Academic Review Finding	
			We are meeting with the foster care and homeless liaison once per month as a checking to see if students need and additional supports.			
Economically Disadvantaged				Transient, Foster and	Homeless	
Students were grouped differently this year. They were grouped by 1 academic concern or multiple academic concerns. Grouping this way has allowed us to p special education support in the classrooms with multiple needs. TeachTown curriculum is provided for select students with disabilities Intentional grouping—Students with one service are grouped together and thos multiple services are grouped to allow for more push in time					lowed us to put more	

		A	ction Plan			
Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1.Title 1 Reading Interventions Interventions will take place during the designated IE time Individual Instruction for selected K-5 students in need of Tier II reading interventions that align with the science of reading. Tier II and Tier III interventions will be delivered by a LETRS trained teacher. LETRS is an explicit and systematic science of reading instructional based practice specifically designed to assist students with comprehension, decoding, and encoding issues.	Reading Specialists Special Education Teachers	Daily	Action List LETRS Phonics and Word Reading Survey PAST (Phonological Awareness Screening Test) LETRS Spelling Inventory All In tutoring	Administration Reading Specialists Special Education Teachers	Ongoing	Title I Funds: \$ 800 play \$ 910 Instructional Materials \$500 Office Supplies
Student progress will be closely						

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monitored. This progress will be shared with instructional team members during regularly scheduled team meetings and recorded on the action list. Revisit needs for participating is ongoing, but specifically after Winter MAP (grades 1-5) and PALS.						
2. Intervention and Enrichment Time IE time will be built into schedules through the Master Schedule to supplement deficit skills in Math and Reading. This instruction will be determined based upon data analysis and a collaborative effort of the classroom teacher, special education teacher, and reading specialists will best meet individual student needs. During IE time, students who qualify for Title 1 services through PALS, receive remediation for targeted areas of weakness. Interventions will be monitored through Action Sheets at least every other week. Students will receive interventions until data shows they are successful in the classroom without reading support as documented on watchlist documents.	Classroom Teachers Reading Specialists Special Education Teachers Specialty Teachers	Five times per week, 30 minutes daily for intervention or enrichment Meet bi-weekly for data analysis During the Day All in Tutoring	Action List Progress monitoring is updated after the completion of the two week cycle. Grade 3 Grade 4 Grade 5	Classroom Teachers Special Education Teachers Reading Specialists Instructional Coach Administrations	Ongoing	

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Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

Enrichment opportunities will be offered to students.							
Supplemental Supports: What add	litional action steps will b	oe implemented to	o support achievement, op	portunity, and/or acces	ss for students?		
English Learners			Students with Disabilities				
Economical	lly Disadvantaged		Transient, Foster and Homeless				
						·	

Area of Focus: Mathematics

SMART Goal: Division Goal Statement: Students will engage and demonstrate proficiency in a developmentally appropriate, engaging, and comprehensive math curriculum K-5 as evidenced through common unit assessments, engagement and skill development.

CPS/CES will work to achieve and maintain full accreditation status in the areas of Math as set by the Virginia Department of Education. All students in grades 3-5 will show growth on the SOL assessments. CPS/CES students will maintain or exceed our three year averages in the critical area of Math. We will decrease the failure rate for African American students and students with disabilities in math by 10%. Three year averages: Math-82.51.

The failure rate would reduce from: Raw Scores

Black students: 42% to 38%

Student with Disabilities: 52% to 47% Economically Disadvantaged:29% to 26%

CES 2022-23 SOL Data

Math: All Students 80.81%; Black 60%, Disadvantaged 70.59%; Students with Disabilities 48.15% Math With Growth: All Students 87%; Black 72%, Disadvantaged 81%; Students with Disabilities 61%

Essential Action /Research-based Strategy/Evidence-based Intervention: Tier 1 math instruction will include small group instruction. Teachers will utilize research based practices to support all components of the MCPS Fluency Continuum. Students in grades 1-5 will use the Reflex program to build fact fluency, working toward a goal of 80-100%. Teachers grade 2-5 will assign IXL levels to provide additional targeted skill practice based on data collected from assessments and exit slips. Instructional Coaches/Math Curriculum Specialist will provide professional development to support tiered differentiated instruction in guided math groups. Data collected from multiple assessments as listed below will be used to target deficit areas and identify students to be placed on the action list.

	Action Plan							
Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)		
1. Tier 1 Instruction	Administration	Ongoing	Accountability for student	Administration	Ongoing			

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Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

		participation in math		Math Vertical	
Go Math will be used along with the	Classroom Teachers	stations for which mastery	Classroom Teachers	<u>Meetings</u>	
recommended resources from the		objectives and criteria for			
district pacing guide, as well as	Special Education	success will match student	Special Education		
supplemental resources for		product/performance	Teachers		
standards based activities.		will be monitored through			
		administrative			
Teachers will implement:		walkthroughs.			
 daily mini lessons (not to 					
exceed 15 minutes for					
introduction of new		Teachers will collaborate			
skill/strategy, 10 minutes		with special education,			
otherwise)		gifted resource teachers			
 small group instruction 		and instructional coaches			
differentiated based on		to create differentiated			
MAP data or formative		lesson plans, driven by			
assessment data		data from formative			
 use of progress monitoring 		assessments given in class.			
pieces (such as exit slips,					
observations, menus, verbal					
and nonverbal responses,		Monthly Professional			
formative assessments) to		Development with Jennifer			
measure students' success.		Wall, Admin. of			
On-line pieces of Go Math		Curriculum:			
program as useful and					
necessary		October 5 Using			
Teachers will use the CRA		manipulatives to build			
model of instruction		conceptual understand			
 In grades 3-5, word 					
problems and fractions will		November 2, 2024			
be taught using a common		Using manipulatives to			
strategy (3 reads strategy,		build conceptual			
CRA model for fractions)		understanding part two			
Classroom teachers and special		December 7, 2023			
education teachers implement a		Work stations-Resouce			
variety of co-teaching models and		selection, rigor, and			
methods to deliver targeted Tier 1,		accountability			
Tier 2 and Tier 3 instruction to		,			
selected students.		February 1, 2024			
		Intervention manipulative			
		games kits			
<u></u>	<u> </u>	Barries into	L	_	

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Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

Teachers will utilize research based						
practices that align with a workshop						
model in the 60 minute math block,						
providing targeted differentiated						
lessons for reteaching, frontloading						
or enrichment. Students will also						
participate in practice of previously						
learned skills.						
2.Analyze grade level trends from	Administration	Bi-Monthly	Data: Team Meeting	Administration	Ongoing	
assessment data		Grade Level	Planning Document			
	Instructional Coaches	Meetings		Instructional Coaches		
Assessments include:						
• MAP	Classroom Teachers			Classroom Teachers		
 SOL Growth Data 	Special Education			Special Education		
 Common Unit Assessments 						
Formative Assessments	Gifted Teachers			Gifted Teachers		
Analyze pre-assessment data from						
MAP and determine approaches to						
meet range of needs						
eer range or means						
Identify and commit to instructional						
strategies for upcoming units						
Analyze post assessment data and						
plan interventions						
Monitor and refine interventions						
Supplemental Supports: What add	ditional action steps wil	l be implemented t	o support achievement, op	pportunity, and/or acces	ss for students?	
Engl	ish Learners			Students with Disa	bilities	
Economica	Illy Disadvantaged			Transient, Foster and	Homeless	
	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			,		

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Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

Essential Action /Research-based Strategy/Evidence-based Intervention: Tier 2 and 3 interventions for math will include small group instruction for reteaching, strategy groups for specific skill deficit needs and one to one sessions as needed for best practice. Teachers will utilize evidence based practices to support students in targeted deficit areas and implement necessary strategies to support students growth goals for the year. Targeted intervention data as collected by classroom teachers and special education teachers will be discussed, analyzed and reviewed regularly during grade level meetings.

		A	ction Plan			
Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
All In Tutoring	Tutors	4 days a week morning 3 days a week afterschool	All In Tutoring Agenda All In Tutoring Data	Administration	ongoing	
1. Reflex Fluency Program Students in grades 1-5 will use the Reflex program or other district recommended resources to build fact fluency working toward a goal of 80-100% MCPS Guidelines for Reflex Math Usage in Grades 1-5	Classroom Teachers Special Education Teachers	Goal Set at beginning of Nine Weeks; Teacher sets up the plan for the first nine weeks according to the MCPS Guidelines. Classroom teacher reviews at the end of the nine weeks and reevaluates plan	Reflex progress will be automatically imported to Performance Matters. If fluency is not increasing teachers will need to consider and implement other interventions that may be needed at each review period. FRAX	Administration Instructional Coaches Classroom Teachers Special Education Teachers	ongoing	
2. IXL Teachers grade 2-5 will assign IXL levels to provide additional targeted skill practice based on data collected from assessments and exit slips to be used as enrichment opportunities.	Classroom Teachers Special Education Teachers	ongoing	IXL progress will be reviewed by the teacher as needed. If skill mastery is not progressing, teachers will reflect on other interventions that may be needed at each review period.	Administration Instructional Coaches Classroom Teachers Special Education Teachers	ongoing	

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	1	T				
3. Intervention and Enrichment	Classroom Teachers	Five times per	Progress monitoring is	Administration	ongoing	
Block		week for	updated after the			
	Special Education	intervention and	completion of the two	Instructional Coaches		
	Teachers	enrichment	week cycle based on the			
IE time will be built into schedules			guiding questions:	Classroom Teachers		
through the Master Schedule	Specialty Teachers		 What specific skill 			
		Moot bi wooldy	does each student	Special Education		
Students will be identified through	Gifted Education	Meet bi-weekly	need for remediation,	Teachers		
MAP data and Common Unit	Teachers	for data analysis	intervention and			
Assessment results and moved into			enrichment?			
intervention groups accordingly.			How will we know that			
			a student learned it?			
Interventions will be monitored			What will you do when			
throughout the IE cycle and updated			a student experiences			
on the action sheets (every 2 weeks).			difficulty?			
			What will you do to			
Enrichment opportunities will be			challenge a high			
offered as well.			achieving student?			
			 Plan next steps with 			
Zearn			your team.			
4. Math Intervention Guidance	Classroom Teachers	ongoing	Division Level Math	Administration		
Document			Resource Maps will be			
	Special Education		used to determine the	Instructional Coaches		
For math, this intervention will be	Teachers		most effective intervention			
delivered by a classroom teacher or			based on student need	Classroom Teachers		
special education teacher.			using Data Driven Analysis			
				Special Education		
Instruction will be determined based				Teachers		
upon data analysis and a			MCPS Mathematics			
collaborative effort of the classroom	ĺ.	I	Resource Maps	i .	I	
			<u>Resource iviaps</u>			
teacher and special education						
teacher and special education teacher to meet individual student			This data is monitored bi-			
teacher and special education teacher to meet individual student needs. We will use a variety of math			This data is monitored bi- weekly at the data			
teacher and special education teacher to meet individual student needs. We will use a variety of math interventions, including visual			This data is monitored bi- weekly at the data meetings in the review of			
teacher and special education teacher to meet individual student needs. We will use a variety of math interventions, including visual representation, CRA models			This data is monitored bi- weekly at the data			
teacher and special education teacher to meet individual student needs. We will use a variety of math interventions, including visual representation, CRA models (concrete representation and			This data is monitored bi- weekly at the data meetings in the review of			
teacher and special education teacher to meet individual student needs. We will use a variety of math interventions, including visual representation, CRA models (concrete representation and abstract)			This data is monitored bi- weekly at the data meetings in the review of			
teacher and special education teacher to meet individual student needs. We will use a variety of math interventions, including visual representation, CRA models (concrete representation and abstract) explicitly taught strategy instruction,			This data is monitored bi- weekly at the data meetings in the review of			
teacher and special education teacher to meet individual student needs. We will use a variety of math interventions, including visual representation, CRA models (concrete representation and abstract) explicitly taught strategy instruction, worked examples, and schema			This data is monitored bi- weekly at the data meetings in the review of			
teacher and special education teacher to meet individual student needs. We will use a variety of math interventions, including visual representation, CRA models (concrete representation and abstract) explicitly taught strategy instruction,			This data is monitored bi- weekly at the data meetings in the review of			

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Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?					
English Learners Students with Disabilities					
Economically Disadvantaged	Transient, Foster and Homeless				

Area of Focus: Science

SMART Goal: Division Goal Statement: CPS/CES will work to achieve and maintain full accreditation status in the areas of Science as set by the Virginia Department of Education

CES 2022-23 SOL Data

Science: All Students 81.45; Black 66.6%, Disadvantaged 64.44%; Students with Disabilities 13.33%

Essential Action /Research-based Strategy/Evidence-based Intervention: Teachers will utilize evidence based practices to support students in targeted deficit areas of Science instruction. They will implement necessary strategies to support students' growth goals for the year. Targeted intervention data as collected by classroom teachers and special education teachers will be discussed, analyzed and reviewed regularly during grade level meetings.

		A	ction Plan			
Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1.Science Curriculum/Instructional Format Science Curriculum will be delivered in the following format: 1. Daily for 30 minutes to be split with the Social Studies Curriculum 2. Alternate 1 hour each day between Social Studies and Science	Classroom Teachers STEM Teacher	Ongoing	Lesson Plans 2023-24 Master Schedule	Administration	Ongoing	
2. Co-Planning a	Classroom Teachers	Ongoing	SWAP Agenda- Science	Administration Instructional Coach	Ongoing	

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Economically Disadvantaged		Transient, Foster and Homeless				
Engli	sh Learners		Students with Disabilities			
Supplemental Supports: What add	litional action steps will	be implemented t	o support achievement, op	portunity, and/or acces	s for students?	
tasks, and Foss Kits.			Lesson Plans			
as designated by MCPS Pacing Guide, division wide performance			Division Wide Science Performance Tasks			
Press text and resources including, quizzes in Google Form			Division Wide Colones	instructional coach		
Teachers will use the Five Ponds			Forms Assessment 3-5	Instructional Coach		
3. Instructional Material	Classroom Teachers	Ongoing	Five Ponds Press Google	Administration	Ongoing	
sheet.						
mastery of skills based on data recorded in the content area data						
areas for spiral reteaching and						
analyze grade level data, identify			Collections			
Classroom teachers will use co-planning times to discuss and	Special Education Teachers		Science Data Sheet Collections			

Area of Focus: Family and Community and Engagement

SMART Goal: Division Goal Statement: CES/CPS provides culturally diverse and engaged learning, empowering all stakeholders to become the best versions of themselves.

Essential Action /Research-based Strategy/Evidence-based Intervention: Strategies will be implemented to increase connections among families, employing methods of culturally sensitive communication.

Action Plan						
Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)

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	.					
Cultural Competency -						
			<u>Collections</u> in Destiny		_	
CES Diverse & ELL Library Books	Librarian	Ongoing	VV050	Administration	ongoing	N/A
The CES Library has added titles and			WCES			
created categories in Destiny noting						
books in the following: Diverse Voices, Spanish Titles, and LGBTQ						
titles. The CES library will be						
consistently adding to all of the						
above-mentioned categories and will						
also add the following new						
categories if available to purchase:						
Mandarin and Portuguese.						
7.1.16 (5.1.1.16						
Title I Survey (English and Spanish versions) is shared with school	Reading Specialists	fall & spring		Administration	fall & spring	N/A
families at the beginning and end of	Reduing Specialists	I Iali & Spring	Title I <u>Surveys</u>	Auministration	iaii & Spriiig	IN/A
the year via the school website,			Survey Summaries			
Remind, google classroom or mail.			<u> </u>			
Responses are used to plan potential						
parent involvement opportunities						
and determine topics for parent						
engagement sessions.						
Weekly Email Blast (CES)						
Information is being shared through						
School Messenger. The "Blast"	Administration	weekly	Weekly Email Blasts	Administration	weekly	N/A
communicates routines and any new		,	,		,	,
information to all parents. This						
allows parents to know what is						
happening in our building. The Blast						
goes out each Sunday in English and						
Spanish, Portuguese and Mandarin.						
Family Engagement			3rd Grade Multicultural			
Parent Sessions (CES) will be			Night			
included as a component of fine arts						
nights in effort to build parent						

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	,	1			T	
capacity in order to help them			4th Grade Family Game			
support their students' academic			Night			
success from home.						
			5th Grade			
			STEM Night			
One School. One Book (CES) offers						
an opportunity for each family to	Reading Specialists	4 times		Administration	4 times	Title I Funds:
receive a free book. Chapters will be	Specialty Teachers	throughout the			throughout	\$ 1500
recorded by the librarian. A Spanish		year			the year	
recording will also be provided for		,			,	
our Spanish speaking families.						
Parents will support student						
comprehension by submitting					during/after	
google activities from home.					event	
google termine were		Once during				
		school year	What is Title I Slideshow			
Quarterly Scholastic Books (CES)		50.1551 / 54.1			Quarterly	
books sent home to diverse and/or	Reading Specialists	Date Determined	Title FE Event Summary	Administration	Quarterly	
marginalized families and families	Specialty Teachers	by Committee	Title i'E Event Sammary	Reading Specialists		
with children in Title 1 services	Classroom Teachers	by committee	Take Home Resources	Redding Specialists		
throughout the academic year to	Administration		Take Home Resources			
bolster family libraries, to help	Administration	monthly	Parent Sign In Sheets			Title I Funds:
maintain reading gains, and to		Inionthily	Parent Sign in Sheets	Administration		\$ 900
_ = =				Auministration		\$ 900
maintain a family love of literacy. Titles will be available in multiple						
I			Title FF Frank Company			
languages and will include culturally			Title FE Event Summary			
diverse topics.			Chapter Recordings			
			Daily Trivia Questions			
District Wide DDAC events will be						
District-Wide DPAC events will be						
developed from the annual survey			Til 5 1 5 1			
distributed to families at the			Title Purchase Orders		One per	
beginning of the year.		2 Per Year	Take Home Materials		semester	
	Reading Specialists		Title FE Event Summary			
Open Hands Backpack Program will						
provide weekend and holiday meals	Administration				_	
for students whose families request	Classroom Teachers			Administration	Once per	
this support.		Once per			semester	
		semester				

^{*}Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.
Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

New River Valley Community Services provides 1 school based counselor at each school. A Therapeutic Day Treatment counselor is provided at CES. These counselors provide individual and small group counseling for students with unique needs, supporting adjustment to the social and academic demands of the school setting. These counselors can provide a home-school connection, acting as liaisons between families and the Community Service Board.	Reading Specialists Instructional Coach Administration Teacher Representative Parent Representatives Mental Health Counsellor School Based Counselors	Ongoing	The study guide will be used to review deficit skills in grades 3-5 as identified by SOLs. DPAC Meeting Action Plans Grief Bags	Division Title I Coordinator Administration School Based Counselors	Ongoing	Title Funds: \$ 1500
Supplemental Supports: What ad		be implemented t	o support achievement, op	• •		
	ish Learners			Students with Disa	bilities	
	CES and CPS 1. ELL students are grouped with a gifted cluster to enhance		CES PLC for Reading Specialist and Special Education teachers will meet			

and track progress.

coordinating the delivery of that service.

together to discuss and set goals for students who have a reading disability

2. General education teacher, Special education teacher and Reading specialist

will work together to ensure the student is receiving what they need and

vocabulary.

teacher to support the curriculum.

2. The ELL teacher is trained in LETRS and works with the classroom

^{*}Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.
Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

Economically Disadvantaged	Transient, Foster and Homeless
CES and CPS 1. Students are given extra food to assist with needs through the weekends and holidays.	CES and CPS 1. We will meet with the coordinator of Homeless liaison/Foster Care contact monthly to discuss the needs of the students.