



*A Tradition of Excellence in Academics, Arts and Athletics*

**Calhoun Primary School**  
**Grades 1-3**  
**Schoolwide Plan**  
**2022-2023**

## Comprehensive Needs Assessment:

Calhoun Primary School embraces a process of Continuous Improvement Planning using Plan, Do, Check, Act model. Stakeholder groups met regularly to review and revise school improvement plans to address the unique academic needs of students. Vast amounts of data, both quantitative and qualitative are analyzed to formulate the schoolwide improvement plan. The administrators, teachers, paraprofessionals, parents and community (through School and System Governance Teams) examine Climate Surveys, CCRPI, SLDS, NWEA Map universal screening data, progress monitoring data, formative and summative data, and other sources. In addition to the above data, sub-group data is also broken down for English Language Learners utilizing ACCESS scores in a learning management system. Data is analyzed to determine strengths and weaknesses and SMART goals are developed and revised as needed.

<b>Overarching Need #1</b>	
Improve Literacy	
<b>Root Cause #1</b>	Lack of prior knowledge
<b>Root Cause #2</b>	Limited vocabulary acquisition in the home
<b>Root Cause #3</b>	Lack of pre-reading skills coming into first grade
<b>GOAL</b>	80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP reading assessment from fall to spring.

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** 80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP reading assessment from fall to spring.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Strategically design, provide, and closely monitor a daily school-wide intervention time in which students are grouped for instruction based on skills deficit and/or need for acceleration (HIVE).	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Inst Coach, Teachers, Interventionist
		b. MAP benchmarks, AIMS progress monitoring, research-based web-based program reports, Fountas and Pinnell, informal phonics assessments, ELA EOG, TKES, etc.	
3. Utilize school and grade level Inst Coaches, as well as, those with Reading Endorsements to support the implementation of research-based programs and practices in all literacy blocks.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Inst Coach, Teachers
		b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Writing assessments, Open Court Phonics assessments, informal phonics assessments, ELA EOG, TKES, etc.	
4. Actively participate in professional learning communities focused on literacy.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Inst Coach, Teachers
		b. administrative team meeting agendas, Inst Coach meeting agendas, professional learning community agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Awareness of students in the subgroup, Marzano’s vocabulary strategies, Capturing Kids’ Hearts training for teachers and staff, revisiting poverty training with faculty and staff, and mentors for students in the subgroup.	After-school tutorials/summer transition camp implemented. Individualized support and resources provided through the Counseling Department, School Social Worker and Family Engagement Coordinator.
<b>English Learners</b>	<b>Migrant</b>
SIOP trained for teachers, differentiated instruction, ESOL para, common planning for ESOL and ELA co-teachers, and utilization of WIDA Standards and Can-Do Descriptors when planning for instruction.	Tracking migrant reading data.
<b>Race / Ethnicity / Minority</b>	<b>Students with Disability</b>
Utilize formative and summative assessments to monitor/adjust instruction and intervene as necessary.	Continue ESS professional development for co-teaching strategies and instructional strategies and best practices.

**EFFECTIVE LEADERSHIP**

**GOAL** 80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP reading assessment from fall to spring.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Design a master school-wide schedule that maximizes time for literacy instruction and ensures a balanced literacy approach is utilized in each classroom.	Fund 150/Federal Funds/General Funds	a. March 2023-May 2023	District Leaders Admin, SGT, Teachers
		b. MAP benchmarks, AIMS progress monitoring, research-based web-based program reports, Fountas and Pinnell, Lucy Calkins Writing assessments, Open Court Phonics assessments, informal phonics assessments, ELA EOG, TKES	
2. Effectively utilize the school wide ELA Inst. Coach, System Level ELA Inst. Coordinator, and lead teachers at each grade level who will work closely with the administrative team and vertically with colleagues to ensure the highest level of quality instruction in reading.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. Meeting agendas, PD records, MAP, benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Writing assessments, Open Court Phonics assessments, informal phonics assessments, TKES	
3. Manage human resources in such a way to provide additional programming options to support student learning.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers, Paraprofessionals
		b. Staffing plan needs based assessment, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Writing assessments, Open Court Phonics assessments, informal phonics assessments, TKES	
4. Ensure literacy-based programs and advocated research-based practices are implemented with fidelity within the balanced literacy program.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. TKES, peer observation, teacher created lesson plans, model classrooms, Literacy Leads feedback, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Writing assessments, Open Court Phonics assessments, informal phonics assessments	
5. Provide ample common planning time for grade level teachers to collaborate on curriculum, instruction and assessment in English Language Arts.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. Master instructional schedule, BUZZ agendas/minutes, extended planning agendas/minutes, grade level meeting agendas/minutes, observational records, etc.	
6. Continue to actively participate in a professional learning community focused on literacy.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Writing assessments, Open Court Phonics assessments, informal phonics assessments, ELA EOG, TKES	

**EFFECTIVE LEADERSHIP**

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Awareness of students in the subgroup, Marzano’s vocabulary strategies, Capturing Kids’ Hearts training for faculty, poverty awareness training for teachers, and mentors for students in the subgroup.	After-school tutorials implemented. Individualized support and resources provided through the Counseling Department, School Social Worker and Family Engagement Coordinator.
<b>English Learners</b>	<b>Migrant</b>
SIOP trained for teachers, differentiated instruction, ESOL para, common planning for ESOL and ELA co-teachers, and utilization of WIDA Standards and Can-Do Descriptors when planning for instruction.	Tracking migrant reading data.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Utilize formative and summative assessments to monitor/adjust instruction and intervene as necessary.	Monitoring percent of students meeting IEP goals and utilizing formative and summative assessments to monitor and adjust instruction. Interventions will be adjusted as dictated by the IEP team.

**PROFESSIONAL CAPACITY**

**GOAL** 80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP reading assessment from fall to spring.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Utilize research-based programs and practices in all literacy blocks.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. MAP benchmarks, AIMSweb progress monitoring, Lucy Calkins Writing assessments, Open Court Phonics assessments, informal phonics assessments, ELA EOG, TKES, etc.	District Leaders Admin, SGT, Inst Coach, Teachers
2. Design a master school-wide schedule that maximizes time for literacy instruction and ensures a balanced literacy approach is utilized in each classroom.	Fund 150/Federal Funds/General Funds	a. March 2023-May 2023 b. MAP benchmarks, AIMSweb progress monitoring, Lucy Calkins Writing assessments, Open Court Phonics assessments, informal phonics assessments, ELA EOG, TKES, etc.	District Leaders Admin, SGT, Inst Coach, Teachers
3. Manage human resources in such a way to provide additional programming options to support student learning.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. Staffing plan needs based assessment, MAP benchmarks, AIMS progress monitoring, Lucy Calkins Writing assessments, Open Court Phonics assessments, informal phonics assessments, TKES	District Leaders Admin, SGT, Inst Coach, Teachers
4. Provide ample common planning time for grade level, ESOL and ESS teachers to collaborate on curriculum, instruction and assessment in English Language Arts.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. TKES, peer observation, teacher created lesson plans, model classrooms, Inst Coach feedback, System Literacy Specialist feedback, MAP benchmarks, AIMSweb progress monitoring, Lucy Calkins Writing assessments, Open Court Phonics assessments, informal phonics assessments	District Leaders Admin, SGT, Inst Coach, Teachers
5. Actively participate in professional development, training, and endorsement programs focused on literacy.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. Administrative team meeting agendas, Inst Coach meeting agendas, PLC agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, teacher created lesson plans, etc.	District Leaders Admin, SGT, Inst Coach, Teachers
6. Provide the tools and job embedded professional development needed to enhance student learning using instructional technology.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. administrative team meeting agendas, school leadership meeting agendas, professional learning community agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	District Leaders Admin, SGT, Inst Coach, Teachers

**PROFESSIONAL CAPACITY**

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Awareness of students in the subgroup, Marzano’s vocabulary strategies, Capturing Kids’ Hearts training for faculty and staff, poverty awareness training for teachers, and mentors for students in the subgroup.	After-school tutorials implemented. Additional support and resources provided through the Counseling Department, School Social Worker and Family Engagement Coordinator.
<b>English Learners</b>	<b>Migrant</b>
SIOP trained teachers, differentiated instruction, ESOL para, common planning for ESOL and ELA co-teachers, and utilization of WIDA Standards and Can-Do Descriptors when planning for instruction.	Tracking migrant reading data.
<b>Race / Ethnicity / Minority</b>	<b>Students with Disability</b>
Utilize formative and summative assessments to monitor/adjust instruction and intervene as necessary.	Continue ESS professional development for co-teaching strategies and instructional strategies and best practices. Monitor percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be adjusted as dictated by the IEP team.

## FAMILY and COMMUNITY ENGAGEMENT

**GOAL** 80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP reading assessment from fall to spring.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Conduct school-led parent workshops that promote literacy in the home environment.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. Workshop sign-in sheets, training agendas, etc.	
2. Provide books and reading activities to promote literacy at home.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. AIMS progress monitoring, literacy screeners, etc.	
3. Partner with PIE and community businesses to recognize student accomplishments throughout the school year.	PIE Funded/Local Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. Student selection documentation	
4. Fully utilize CPS Governance Team members in the school improvement process.	Charter Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. SGT meeting agendas/minutes, SIP, etc.	
5. Provide a Parent Resource Center equipped with information and learning materials for home use.	Fund 150/Federal Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. Checkout records, AIMS progress monitoring, etc.	
6. Conduct parent conferences minimally two times a school year to discuss academic progress and necessary supports necessary for school success.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. Conference forms, school calendar, etc.	

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

Economically Disadvantaged	Foster and Homeless
Resource Fair, summer feeding program, grief camp, after school tutorials for homeless, Social Worker support, connection to supplemental services, etc.	Resource Fair, summer feeding program, grief camp, after school tutorials for homeless, Social Worker support, connection to supplemental services, etc.
English Learners	Migrant
Translation and interpreting services	Utilize FECs and Social Worker to personally connect with migrant families to provide support.
Race / Ethnicity / Minority	Students with Disability
Resource Fair, summer feeding program, grief camp, after school tutorials for homeless, Social Worker support, connection to supplemental services, etc.	Resource Fair, summer feeding program, grief camp, after school tutorials for homeless, Social Worker support, connection to supplemental services, etc.



## SUPPORTIVE LEARNING ENVIRONMENT

**GOAL** 80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP reading assessment from fall to spring.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Continue full implementation of Lucy Calkins Writing, and Open Court Phonics programs	Fund 150/Federal Funds	a. August 2022-May 2023 b. Formative and summative assessments, Milestones, MAP	District Leaders Admin, SGT, Inst Coach, Teachers
2. Continue to implement a balanced literacy approach for instruction in all classrooms with support of school Inst Coach, instructional materials, decodable readers, and professional development to supplement literacy instruction.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. Teacher created lesson plans, classroom observations, AIMSweb, MAP, Heggerty	District Leaders Admin, SGT, Inst Coach, Teachers
3. Continue support for all faculty members on Capturing Kids' Hearts and implement strategies learned.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. TKES observational records, student surveys, etc.	District Leaders Admin, SGT, Inst Coach, Teachers
4. Implement a reading challenge program to support and encourage reading with incentives linked to personal growth.	Fund 150/Federal Funds	a. August 2022- May 2023 b. Beanstack program, student goal tracking data, student social media recognitions, morning/school announcement recognitions, etc.	District Leaders Admin, SGT, Inst Coach, Teachers, Media Specialist
5. Recognize and celebrate the literacy-based achievements and accomplishments of students (academic growth, Beanstack, YGA, etc.).	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. Student goal tracking documentation, portfolios, standards-based report cards/checklists, newspaper/website recognition, etc.	District Leaders Admin, SGT, Inst Coach, Teachers

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

Economically Disadvantaged	Foster and Homeless
Resource fair, Mobile Learning Lab, etc.	Social Worker support and connection to supplemental services. Transition summer camp
English Learners	Migrant
Utilizing SIOP model, ESOL teachers, and Page to Stage program.	Utilize FECs and Social Worker to personally connect with migrant families to provide needed support.
Race / Ethnicity / Minority	Students with Disability
Balanced staffing plan, diversified Student Advisory Council, Resource Fair, summer feeding program, etc.	Supplemental educational programs

Overarching Need #2	
Improve students' number sense and math reasoning skills.	
Root Cause #1	Lack of a variety of instructional practices
Root Cause #2	Lack of teacher clarity on standards
Root Cause #3	Lack of number sense and fluency for computational skills
<b>GOAL</b>	80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP math assessment from fall to spring.

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** 80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP math assessment from fall to spring.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Focus on differentiating math instruction in all classrooms to support the varying needs of learners.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. TKES observations, unit/lesson plans, instructional coach feedback, EOG, MAP, etc.	
2. Continue to revise existing math units/lessons to ensure grade level focus standards are being taught during a designated skills block throughout the year.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. TKES observations, unit/lesson plans, instructional calendars, math coach feedback, EOG, MAP, etc.	
3. Continue to refine the implementation of Number Talks at each grade level.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. TKES observations, unit/lesson plans, instructional calendars, math coach feedback, EOG, MAP, etc.	
4. Utilize school, system, and grade level leads, coaches, as well as those with Math Endorsements to support the implementation of research-based programs and practices in all math blocks.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. MAP Benchmarks, EOG, TKES, professional learning agendas/minutes	
5. Focus on creativity, critical thinking, collaboration, communication, and problem solving through STEM activities and lessons.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Admin, SGT, Inst Coach, Teachers
		b. MAP Benchmarks, EOG, TKES, professional learning agendas/minutes	

<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Awareness of students in the subgroup. Utilize a framework for addressing poverty. Practice strategies from Capturing Kids' Hearts.	After-school tutorials applied. Individualized support and resources provided through the Counseling Department, School Social Worker and Family Engagement Coordinator.
<b>English Learners</b>	<b>Migrant</b>
Utilize Can-Do Descriptors, SIOP trained teachers, and provide differentiated instruction.	Tracking migrant math data.
<b>Race / Ethnicity / Minority</b>	<b>Students with Disability</b>
Utilize formative and summative assessments to monitor/adjust instruction and intervene as necessary.	Monitoring percent of students meeting IEP goals and utilizing formative and summative assessment data to monitor and adjust instruction. Interventions will be put in place and/or adjusted as dictated by the IEP team.

**EFFECTIVE LEADERSHIP**

**GOAL** 80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP math assessment from fall to spring.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Designate and effectively develop a lead teacher at each grade level who will work closely with the Instructional Coaches, administrative team and vertically with colleagues to ensure the highest level of quality instruction in Mathematics.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Administrators SGT Inst Coach, Teachers
		b. Meeting agendas, professional development records, MAP, benchmarks, Math EOG, TKES, etc.	
2. Continue to utilize a master school-wide schedule that maximizes time for math instruction to include a Number Talks and workshop model approach is utilized in each classroom.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Administrators SGT Inst Coach, Teachers
		b. MAP benchmarks, Math EOG, TKES, unit/lesson plans, etc.	
3. Coordinate and participate in vertical alignment math training pertaining to workshop model, focus standards, and Number Talks through in-house professional learning communities.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Administrators SGT Inst Coach, Teachers
		b. Professional learning records, TKES observations, lesson/unit plans, consultant feedback, Math EOG, etc.	
4. Continue to participate in and refine practices of professional learning communities focused on math.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders Administrators SGT Inst Coach, Teachers
		b. Professional learning records, TKES observations, lesson/unit plans, consultant feedback, Math EOG, etc.	

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

Economically Disadvantaged	Foster and Homeless
Awareness of students in the subgroup. Utilize a framework for addressing poverty. Practicing strategies from Capturing Kids' Hearts.	After-school and summer tutorials applied. Individualized support and resources provided through the Counseling Department, School Social Worker and Family Engagement Coordinator.
English Learners	Migrant
	Tracking migrant math data.
	Students with Disability
Utilize benchmark assessments data to monitor/adjust instruction and intervene as needed.	Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be adjusted as dictated by the IEP team.

**PROFESSIONAL CAPACITY**

**GOAL** | 80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP math assessment from fall to spring.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide additional support to induction teachers through a mentoring program.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. Mentoring assignments and meeting sign-in sheets.	District Leaders Admin, SGT, Inst Coach, Teachers
2. Provide ample common planning time for grade level, ESS and ESOL teachers to collaborate on curriculum, instruction and assessment in Mathematics.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. Administrative team meeting agendas, Leadership meeting agendas, PLC agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	District Leaders Admin, SGT, Inst Coach, Teachers
3. Actively participate in professional learning communities and professional development focused on mathematics.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. Administrative team meeting agendas, Leadership meeting agendas, PLC agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	District Leaders Admin, SGT, Inst Coach, Teachers
4. Provide professional development on Focus on creativity, critical thinking, collaboration, communication, and problem solving through on STEM activities and lessons to incorporate in the classroom and innovation lab.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. PLC agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, teacher created lesson plans, etc.	District Leaders Admin, SGT, Inst Coach, Teachers
5. Provide the tools and job embedded professional development needed to enhance student learning using instructional technology.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. TKES, peer observation, Instructional and Technology Lead feedback, MAP, EOG, professional development records, etc.	District Leaders Admin, SGT, Inst Coach, Teachers

**PROFESSIONAL CAPACITY**

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Awareness of students in the subgroup. Utilize a framework for addressing poverty. Practicing strategies from Capturing Kids Hearts.	After-school and summer tutorials applied. Individualized support and resources provided through the Counseling Department, School Social Worker and Family Engagement Coordinator.
<b>English Learners</b>	<b>Migrant</b>
Utilize Can-Do Descriptors. Broader based expansion of SIOP methods employed.	Tracking migrant math data.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Utilize benchmark assessments data to monitor/adjust instruction and intervene as needed.	Continued co-teach professional development. Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be adjusted as dictated by the IEP team.

**FAMILY and COMMUNITY  
ENGAGEMENT**

**GOAL** 80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP math assessment from fall to spring.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Conduct school-led parent workshops that promote numeracy in the home environment.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Inst Coach, Teachers, FEC
		b. Meeting agendas/minutes and parent sign-in sheets	
2. Provide a Parent Resource Center equipped with information and learning materials for home use.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Inst Coach, Teachers, FEC
		b. Check-out documentation	
3. Fully utilize CPS Governance Team members in the school improvement process	Fund 150/Federal Funds/Charter Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Inst Coach, Teachers, FEC
		b. SGT meeting agendas/minutes	

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

Economically Disadvantaged	Foster and Homeless
Resource Fair, Seamless Summer Feeding Program, after school tutorials for homeless, social worker support and connection to supplemental services.	Resource Fair, Seamless Summer Feeding Program, after school tutorials for homeless, social worker support with connection to supplemental services.
English Learners	Migrant
Translation and interpreting for ELL stakeholders.	Utilize FECs and Social Worker to personally connect with migrant families to provide needed support.
Race / Ethnicity / Minority	Students with Disability
Diversity in staffing. Workshops/trainings, Resource Center, translated parent teacher conferences, etc.	Active participation in IEP meetings, workshops/support groups for parents of ESS students.



**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL** 80% of students in grades 1-3 will achieve a conditional growth of 30% or higher on the MAP math assessment from fall to spring.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Implementation of math intervention groups to support and/or extend math achievement.	Fund 150/ Federal Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Inst Coach, Teachers
		b. MAP, progress monitoring, EOG, etc.	
2. Train all faculty members on Capturing Kids’ Hearts and implement strategies learned.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Inst Coach, Teachers
		b. TKES observational records, student surveys, etc.	
3. Recognize and celebrate the math-based achievements and accomplishments of students (academic growth, Math Mania, etc.)	Fund 150/Federal Funds/Genera l Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Inst Coach, Teachers
		b. Student goal tracking documentation, newspaper/website/social media recognition, standards-based report cards/checklists	

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Resource fair, Mobile Learning Lab, etc.	Social Worker support and connection to supplemental services.
<b>English Learners</b>	<b>Migrant</b>
Translation and interpretation services, professional development for ELL stakeholders, etc.	Utilize FECs and Social Worker to personally connect with migrant families to provide needed support.
<b>Race / Ethnicity / Minority</b>	<b>Students with Disability</b>
Balanced staffing plan, diversified student advisory groups, summer school, transportation for summer school, Resource Fair, summer feeding program, etc.	Supplemental educational math programs, workshops/support groups for parents of ESS students.

### Overarching Need #3

Operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids' Hearts framework and executing a consistent school wide discipline plan.

Root Cause #1 Lack of school-wide clear expectations and consequences

Root Cause #2 Discrepancy in classroom management between grade levels and classrooms

**GOAL** To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids' Hearts framework and executing a consistent school wide discipline plan.

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids’ Hearts framework and executing a consistent school wide discipline plan.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Successfully operates GADOE PBIS/CKH program that includes a strategic tier 2 behavior intervention component.	Fund 150/Federal Funds/General Funds	a. August 2022-May 2023 b. Meeting agenda/minutes, SWIS reports, and professional development records, Zones of Regulation/Navigating the Zones outcomes, shared Google Behavior spreadsheet	GADOE/Flippen, District Leaders, Administrators, SGT, Teachers
2. Conduct monthly PBIS/CKH committee meetings for the purpose of discipline data analysis and root cause determination.	Fund 150/Federal Funds	a. August 2022-May 2023 b. Meeting agenda/minutes, shared Google behavior spreadsheets, Zones of Regulation/Navigating the Zones progress reports and SWIS reports.	GADOE/Flippen, District Leaders, Administrators, SGT, Teachers
3. Continue to work in partnership with RESA, the Flippen Group and GADOE PBIS representatives to refine PBIS/CKH programs based on observation and recommendations.	Fund 150/Federal Funds PIE/Local Funds	a. August 2022-May 2023 b. Meeting agenda/minutes, SWIS reports, and professional development records.	GADOE/Flippen, District Leaders, Administrators, SGT, Teachers

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Capturing Kids’ Hearts training. Tracking ED discipline data.	Tracking foster and homeless discipline data.
<b>English Learners</b>	<b>Migrant</b>
Production of bilingual lessons and modeling for ESOL students. Tracking ELL discipline data. Provide translated support documents.	Tracking migrant discipline data.
<b>Race / Ethnicity / Minority</b>	<b>Students with Disability</b>
Track and report discipline data based on race/ethnicity/minority classifications.	Track and report discipline data based on SWD classifications. Maintenance of sensory rooms. Mindset training for certified and classified staff and administration.

**EFFECTIVE LEADERSHIP**

**GOAL** To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids’ Hearts framework and executing a consistent school wide discipline plan.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Refine and utilize a behavior flow chart for classroom management consistent with PBIS/CKH.	Fund 150/ Federal Funds, PIE/Local Funds	a. August 2022-May 2023	District Leaders, Administrators SGT, Teachers
		b. SWIS data and PBIS/CKH meeting agenda/minutes	
2. Continue to utilize a PBIS/CKH team and the appointed school level committee chair to lead efforts.	Fund 150/ Federal Funds, PIE/Local Funds	a. August 2022-May 2023	District Leaders, Administrators SGT, Teachers
		b. PBIS/CKH team agenda/minutes and professional development records	
3. Maintain a master school-wide schedule that provides time for tier 2 behavior intervention groups.	Fund 150/ Federal Funds, PIE	a. August 2022-May 2023	District Leaders, Administrators SGT, Teachers
		b. Zones of Regulation/Navigating the Zones progress reports	
4. Redeliver professional development of the PBIS/CKH framework and share analysis of discipline data for school improvement.	Fund 150/ Federal Funds	a. August 2022-May 2023	GADOE/Flippen, District Leaders, Administrators, SGT, Teachers
		b. Professional development records and GADOE/Flippen walk/through observation feedback	

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Capturing Kids’ Hearts training. Track ED discipline data.	Inclusion of the counselor or school social worker as an advocate on the PBIS Team.
<b>English Learners</b>	<b>Migrant</b>
Inclusion of ELL staff in the findings of the PBIS/CKH team. Inclusion of ELL staff as advocates on the PBIS/CKH team.	Inclusion of migrant student advocate on PBIS/CKH team.
<b>Race / Ethnicity / Minority</b>	<b>Students with Disability</b>
Inclusion of minority staff as advocates on the PBIS/CKH, Analysis and reporting of a race referral ratio index.	Inclusion of ESS staff as an advocate on the PBIS/CKH team.

**PROFESSIONAL CAPACITY**

**GOAL**

To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids' Hearts framework and executing a consistent school wide discipline plan.

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Continue to work with GADOE PBIS/the Flippen Group consultants to refine school wide discipline program.	Fund 150/ Federal Funds	a. August 2022-May 2023	GADOE/Flippen, District Leaders, Administrators, CKH Consultant, SGT, Teachers
		b. Professional development records and GADOE/Flippen Group feedback	
2. Utilize a framework of redelivery to ensure a clear understanding of PBIS fundamentals and CKH framework among all stakeholders.	Fund 150/ Federal Funds/Local Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Counselor, Teachers
		b. PBIS/CKH team, faculty/staff, grade level and district meeting agenda/minutes	
3. Fully utilize distributed leadership working through the PBIS/CKH operation process.	Fund 150/ Federal Funds/Local Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, CKH Consultant, Counselor, Teachers
		b. PBIS/CKH team recommendations, faculty/staff, grade level and district meeting agenda/minutes	

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Continued Capturing Kids' Hearts training. Continued tracking ED discipline data.	Inclusion of School Social Worker as an advocate on the PBIS/CKH team.
<b>English Learners</b>	<b>Migrant</b>
Inclusion of ELL staff as an advocate on the PBIS/CKH team.	Inclusion of migrant student advocate on PBIS/CKH team.
<b>Race / Ethnicity / Minority</b>	<b>Students with Disability</b>
Inclusion of minority staff as advocates on the PBIS/CKH team.	Inclusion of ESS staff as an advocate on the PBIS/CKH team

**FAMILY and COMMUNITY ENGAGEMENT**

<b>GOAL</b>	To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids’ Hearts framework and executing a consistent school wide discipline plan.
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**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Make stakeholders aware of the PBIS/CKH fundamentals.	Fund 150/ Federal Funds, PIE	a. August 2022-May 2023	District Leaders, Administrators, SGT/PTO, Teachers, Parents
		b. Stakeholder meeting agenda, minutes and sign-in sheets, newsletter, Social Contract Champion and Character Club Breakfasts	
2. Utilize social media platforms and system/school websites to highlight the PBIS/CKH program and rewards.	Fund 150/ Federal Funds, PIE/General Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Teachers
		b. Posts on website/social media outlets, newsletters, and parent survey results	
3. Utilize the established relationship with Partners in Education members to solicit donations and in-kind contributions to recognize and celebrate student performance.	PIE/Local Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Teachers
		b. Posts on website/social media outlets and community involvement records, Social Contract Champion and Character Club Breakfasts	
4. Fully utilize School Governance Team members in the school improvement process.	Fund 150/ Federal Funds, PIE	a. August 2022-May 2023	District Leaders, Administrators, SGT, Teachers
		b. SGT agendas/minutes	

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Utilize Family Engagement Coordinator and School Social Worker as liaisons between PBIS team and qualifying families.	Utilize Family Engagement Coordinator and School Social Worker as liaisons between PBIS/CKH team and qualifying families.
<b>English Learners</b>	<b>Migrant</b>
Utilize translation and interpretation services. Parent workshops/training offered.	Utilize translation and interpretation services as needed. Parent workshops/training offered.
<b>Race/Ethnicity/ Minority</b>	<b>Students with Disability</b>
Maintain Staff diversity on PBIS/CKH team	School Social and Family Engagement coordinators are active participants in IEP meetings.

**SUPPORTIVE LEARNING  
ENVIRONMENT**

<b>GOAL</b>	To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids' Hearts framework and executing a consistent school wide discipline plan.
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**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide a comprehensive discipline framework that is pervasive throughout the school with clearly established rules, procedures and expectations.	Fund 150/ Federal Funds, PIE	a. August 2022-May 2023	District Leaders, Administrators, SGT, Teachers
		b. Teacher feedback, discipline data, and PBIS team agenda/ minutes	
2. Continue to support a PBIS/CKH Team with a broad based faculty representation to review discipline data and appropriately address areas of concern as it relates to discipline and school culture.	Fund 150/ Federal Funds, PIE/General Funds/Local Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Teachers
		b. Discipline data and PBIS/CKH team agenda/minutes	
3. Provide exposure to college and career readiness.	Fund 150/ Federal Funds/Genera l Funds	a. August 2022-May 2023	District Leaders, Administrators, SGT, Teachers
		b. Schedules, school newsletters, lesson plans, various communication outlets	

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Tracking of ED discipline data.	Inclusion of the school social worker as an advocate on the PBIS team.
<b>English Learners</b>	<b>Migrant</b>
Inclusion of ELL staff in the findings of the PBIS/CKH team. Inclusion of ELL staff as advocates on the PBIS team.	Inclusion of School Social Worker as migrant representative on PBIS/CKH team
<b>Race/Ethnicity/ Minority</b>	<b>Students with Disability</b>
Inclusion of minority staff as advocates on the PBIS/CKH team. Analysis and reporting a race referral ratio index.	Inclusion of ESS staff as advocates on the PBIS team



## **Development and Evaluation of the Schoolwide Plan:**

Grades 1-3 at the Calhoun Primary School have participated in the process of continuous improvement during FY22 as part of Calhoun Elementary School, currently a Title I - Schoolwide School. Stakeholder groups comprised of teachers, administrators, parents and business/community leaders meet regularly to review, evaluate, and revise the schoolwide plan. The school has a governance team made up of elected administrators, teachers, parents, business, and community leaders that meets regularly, six times a year, to look at student progress. The school also seeks input from parents and students that reflect the diversity of the population of the community using demographics data. Survey data is collected from parents, paraprofessionals and teachers each spring which affords them the opportunity to give specific feedback concerning specific program services as well as ways the school can improve instruction and services to meet the needs of ED, EL, Homeless, Foster Care and SWD students and families in the school.

During School Governance Team, Leadership, and Faculty Meetings the administrative team communicates with stakeholders and presents the data in a concise and thorough manner to determine strengths and weaknesses and provide ample opportunity for training, understanding and feedback. Stakeholders serve on governance teams and submit surveys to provide input. Information resulting from data collection is posted to give stakeholders time to provide feedback to the school. The school analyzes the feedback and incorporates the data into a Comprehensive Needs Assessment and School Improvement Plan.

The School Governance Team receives training in the use of data to determine strengths and weaknesses. The team looks at all aspects of the school operation. They look at various sources of data including the Cognia review, CCRPI, benchmarks, MAP and other data. The team provides feedback and help to develop goals. The team has scheduled meetings at the schools as outlined by the Charter. The school level team also has representatives on the system level governance team to compare and coordinate the data and help develop the Comprehensive Needs Assessment and District Improvement Plan.

The school improvement plan is made available to all stakeholders through various means. An electronic copy of the plan is posted on the school's website for review. A hard copy of the plan is available in the Parent Resource room. In addition, the school hosts a Title I State of the School Meeting each Fall to outline the School Improvement Plan and goals contained within the plan. An electronic link to the plan is also shared on the school's monthly newsletter. School and district leaders ensure that the plan is in an understandable and uniform format and to the extent practicable, provided in a language that the parents can understand.

Parents have the opportunity to provide feedback, making this a jointly developed plan. The School Governance Team and school staff also review the plan on a regular basis to offer feedback and input. This input drives the action steps, monitoring, and supplemental support needed to ensure the plan is developed in coordination with Federal, State and local programs. The School-Parent Compact outlines the key responsibilities of parents, students and the school to assist in increasing student achievement.

As a school, we regularly monitor student progress and growth on a continual basis. Teachers analyze MAP data after each administration period. Data is also discussed as part of the TKES evaluation process during mid-year and summative conferences to determine students who have not met the growth goal and develop a plan of action. Growth data is also reviewed with the School Leadership Team and School Governance Team.

Because Calhoun City Schools has one school per grade span, the district creates a District Parent and Family Engagement Policy which includes Grade K. This policy is reviewed by stakeholders, updated annually, and approved as part of the S-CLIP process for the district.