

2022-2023

School Improvement Plan
Mack Benn, Jr. Elementary



STUDENT ACHIEVEMENT & INSTRUCTION - English

Link to Student Achievement & Instruction Fishbone Diagram

Problem Statement 1: Based on iReady Reading Data from the Spring of 2022, 66% of students tested were a year or more below grade level (down from 82% in the fall.)

(what will be improved, by how much, by when, and for what/whom)

Link to Student Achievement & Instruction Driver Diagram

Measurable Aim 1: The percentage of students who score on grade level or above on the iReady Reading Diagnostic will increase from 34% in 2021-2022 to 60% for the 2022-2023 school year.

<p>Change Idea <i>(strategies to be implemented)</i></p>	<p>Person(s) Responsible for Implementation & Monitoring</p>	<p>Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i></p>	<p>Measures <i>(how will we know if the change idea is being implemented and having an impact)</i></p>	<p>Description of Outcomes/Findings Resulting from the Change Idea to Date</p>	<p>Title I, Part A, Budget Implications <i>(if applicable)</i></p>
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<p>1. <i>Professional Learning in Reading that aligns with the Science of Reading will be scheduled during the 2022-2023 school year.</i></p> <p><i><u>EBI</u> - Teach students to decode words, analyze word parts, and write and recognize words.</i></p> <p><i>- LETRS Training for Select Teachers.</i></p> <p><i>- LETRS Spelling Screener Training for Grades 3-5.</i></p> <p><i>- Soundwall Training for Teachers in Grades K-3.</i></p> <p><i>- SuperKids Training for Teachers in Grades K-2</i></p> <p><i>- Heggerty Training for Select Paraprofessionals</i></p> <p><i>- HD Word Training for Select SPED Teachers and Select Paraprofessionals.</i></p>	<p><i>Administrators</i></p> <p><i>Academic Coach</i></p> <p><i>Paraprofessionals</i></p> <p><i>Reading Specialists</i></p> <p><i>Teachers</i></p>	<p><i>Professional Learning Survey (Annually)</i></p> <p><i>PALS/VLP (Fall, Winter, Spring)</i></p> <p><i>LETRS Spelling Screener (3-5) (Fall, Winter, Spring)</i></p> <p><i>iReady Diagnostic Data (Fall, Spring)</i></p> <p><i>Observations & Feedback (Weekly)</i></p>	<p><i>Decrease in the Percentage of Students ID'd in PALS/VLP. (Fall, Winter, Spring)</i></p> <p><i>Increase in the Percentage of Students Reading On and Above Grade Level according to i-Ready. (Fall, Spring)</i></p>		<p><i>Title 1 Budget - Soundwall Materials (\$1,500.00)</i></p>
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<p><i>2. Utilize Progress Monitoring Templates to Track Individual Student Data and Progress on Phonemic Awareness and Phonological Awareness</i></p>	<p><i>Teachers</i> <i>Academic Coach</i> <i>Reading Specialists</i> <i>Administrators</i></p>	<p><i>PALS/VLP QuickChecks (Bi-Weekly)</i></p> <p><i>PALS/VLP Data - Fall, Winter, and Spring</i></p> <p><i>Progress Monitoring Templates (Bi-Weekly)</i></p> <p><i>LETRS Spelling Screener Data (Fall, Winter, Spring)</i></p>	<p><i>QuickCheck Data will show progress on Specific Skills (Bi-Weekly)</i></p> <p><i>Improved Scores from Season to Season (Fall, Winter, Spring)</i></p> <p><i>Individual Student Progress on Specific Skills (Bi-Weekly)</i></p>		
<p><i>3. Reading specialists will model and co-teach lessons with general education teachers.</i></p>	<p><i>Reading Specialists</i> <i>Teachers</i></p>	<p><i>Data on the Number of Model and Co-Taught Lessons Conducted (Monthly)</i></p> <p><i>Common Assessments (Bi-Weekly)</i></p> <p><i>i-Ready Reading Data (Fall and Spring)</i></p>	<p><i>Data Tracking on the Number of Lessons Taught (Monthly)</i></p> <p><i>Increase in Common Assessment Mastery (Bi-Weekly)</i></p> <p><i>Increase in the Percentage of Students Reading On and Above Grade Level according to i-Ready. (Fall and Spring)</i></p>		<p><i>Classroom Instructional Materials (\$2,395.79)</i></p>

<p><i>4. Weekly Collaborative Planning Sessions</i></p>	<p><i>Academic Coach</i> <i>Teachers</i> <i>Reading Specialists</i> <i>School Administrators</i> <i>Instructional Specialists</i></p>	<p><i>Collaborative Planning Agendas (Weekly)</i> <i>Progress Monitoring Templates (Bi-Weekly)</i> <i>Small Group Reading Plans (Bi-Weekly)</i> <i>Aligned Lesson Plans (Bi-Weekly)</i></p>	<p><i>Meeting Sign-Ins (Weekly)</i> <i>Common Assessment and Checkpoint Data (Bi-Weekly)</i> <i>Teacher Feedback on Collaborative Planning (Bi-Weekly)</i></p>		
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<p><i>5. Implement the HD Word Intervention Program in Grades 3-5 (primary focus on students with disabilities). EBI - Teach students to decode words, analyze word parts, and write and recognize words.</i></p>	<p><i>Special Education Teachers Reading Specialists Academic Coach School administrators</i></p>	<p><i>Student Progress Monitoring Template (Bi-Weekly)</i></p> <p><i>Student HD Word Workbooks (Bi-Weekly)</i></p> <p><i>Classroom Observations</i></p> <p><i>iReady Reading Diagnostic</i></p>	<p><i>Improved Student Performance based on Skill - LETRS Assessment (Fall, Winter, Spring)</i></p> <p><i>Student Performance on Skill Work (Bi-Weekly)</i></p> <p><i>Administrator Feedback on Lessons (Bi-Weekly)</i></p>		<p><i>HD Word Teaching Materials and Online Subscriptions (\$2,500)</i></p>
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<p>6. PLC Meetings (Data Analysis and Strategy Share)</p>	<p>Academic Coach Teachers Administrators</p>	<p>Reading QuickChecks (Bi-Weekly)</p> <p>Common Assessment Data (Bi-Weekly)</p> <p>Progress Monitoring Templates (Bi-Weekly)</p> <p>PLC Meeting Agendas (Bi-Weekly)</p>	<p>QuickCheck Data will show progress on Specific Skills (Bi-Weekly)</p> <p>Improved Scores from Season to Season (Fall, Winter, Spring)</p> <p>Individual Student Progress on Specific Skills (Bi-Weekly)</p>		
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<i>7. Monthly Special Education Team Meetings focused on Specialized Instruction</i>	<i>Administrators Special Education Teachers</i>	<i>Meeting Agendas Meeting Minutes</i>	<i>Meeting Agendas and Minutes (Monthly) Student Progress Monitoring (Monthly)</i>		<i>Classroom Instructional Materials (\$2,395.79)</i>
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<p><i>8. Implement the SuperKids Reading Program for Grades K-2</i></p>	<p><i>Teachers</i> <i>Reading Specialists</i> <i>Academic Coach</i> <i>School Administrators</i></p>	<p><i>PALS Data</i></p> <p><i>SuperKids Assessments</i></p> <p><i>Classroom Observations</i></p> <p><i>SuperKids Coaching Sessions</i></p>	<p><i>Improved Student Performance based on Skill (Bi-Weekly)</i></p> <p><i>Administrator Feedback (Weekly)</i></p> <p><i>Coaching Feedback and Next Steps (Quarterly)</i></p> <p><i>Decrease in the # of Students ID'd in PALS/VLP (Fall, Winter, Spring)</i></p>		<p><i>Title 1 Budget - Word Work Books for Students (SuperKids) (\$11,237.50)</i></p>
<p><i>9. Tutor U Tutor providing small group remediation to select 1st and 2nd Grade students</i></p>	<p><i>Administration</i> <i>Teachers</i> <i>Tutor U Tutor</i></p>	<p><i>Student Progress Monitoring Sheets (Bi-Weekly)</i></p> <p><i>Common Assessments (Bi-Weekly)</i></p> <p><i>PALS/VLP</i></p>	<p><i>Improved Student Performance based on Skill (Bi-Weekly)</i></p> <p><i>Decrease in the # of Students ID'd in PALS/VLP (Fall, Winter, Spring)</i></p>		<p><i>Classroom Instructional Materials (\$2,395.79)</i></p>

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

September:

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Title I School-wide Component:

Schoolwide Plan Component 1: Comprehensive Needs Assessment

Schoolwide Component 2: Strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Schoolwide Component 3: Methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Schoolwide Plan Component 4: Addresses 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 a variety of activities.

STUDENT ACHIEVEMENT & INSTRUCTION - English (Grades 3-5)

Link to Student Achievement & Instruction Fishbone Diagram

Problem Statement 2: The overall pass rate on the Grades 3-5 Reading SOL for the 2020-2021 school year was 51%.

Problem Statement 3: The achievement gap between all students (54%) and students with disabilities (28%) was 26% on the Reading SOL Test for 2021-2022.

(what will be improved, by how much, by when, and for what/whom)

Link to Student Achievement & Instruction Driver Diagram

Measurable Aim 2: The overall pass rate for the Grades 3-5 Reading SOL will improve to at least 75% for the 2022-2023 school year.

Measurable Aim 3: The achievement gap between all students and students with disabilities will be no more than 15% on the Reading SOL Test in 2022-2023.

<p align="center">Change Idea <i>(strategies to be implemented)</i></p>	<p align="center">Person(s) Responsible for Implementation & Monitoring</p>	<p align="center">Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i></p>	<p align="center">Measures <i>(how will we know if the change idea is being implemented and having an impact)</i></p>	<p align="center">Description of Outcomes/Findings Resulting from the Change Idea to Date</p>	<p align="center">Title I, Part A, Budget Implications <i>(if applicable)</i></p>
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<p>1. <i>Professional Learning in Reading that aligns with the Science of Reading will be scheduled during the 2022-2023 school year.</i></p> <p><i><u>EBI</u> - Teach students to decode words, analyze word parts, and write and recognize words.</i></p> <p><i>- LETRS Training for Select Teachers.</i></p> <p><i>- LETRS Spelling Screener Training for Grades 3-5.</i></p> <p><i>- Soundwall Training for Teachers in Grades K-3.</i></p> <p><i>- SuperKids Training for Teachers in Grades K-2</i></p> <p><i>- Heggerty Training for Select Paraprofessionals</i></p> <p><i>- HD Word Training for Select SPED Teachers and Select Paraprofessionals.</i></p>	<p><i>Administrators</i></p> <p><i>Academic Coach</i></p> <p><i>Paraprofessionals</i></p> <p><i>Reading Specialists</i></p> <p><i>Teachers</i></p>	<p><i>Professional Learning Survey</i></p> <p><i>PALS/VLP</i></p> <p><i>LETRS Spelling Screener (3-5)</i></p> <p><i>iReady Diagnostic Data</i></p> <p><i>Observations & Feedback</i></p>	<p><i>Decrease in the Percentage of Students ID'd in PALS/VLP. (Fall, Winter, Spring)</i></p> <p><i>Increase in the Percentage of Students Reading On and Above Grade Level according to i-Ready. (Fall and Spring)</i></p>		<p><i>Title 1 Budget - Soundwall Materials (\$1,500.00)</i></p>
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<p><i>2. Utilize Progress Monitoring Templates to Track Individual Student Data and Progress on Phonemic Awareness and Phonological Awareness</i></p>	<p><i>Teachers</i> <i>Academic Coach</i> <i>Reading Specialists</i> <i>Administrators</i></p>	<p><i>PALS/VLP QuickChecks (Bi-Weekly)</i></p> <p><i>PALS/VLP Data - Fall, Winter, and Spring</i></p> <p><i>Progress Monitoring Templates (Bi-Weekly)</i></p> <p><i>LETRS Spelling Screener Data</i></p>	<p><i>QuickCheck Data will show progress on Specific Skills (Bi-Weekly)</i></p> <p><i>Improved Scores from Season to Season (Fall, Winter, Spring)</i></p> <p><i>Individual Student Progress on Specific Skills (Bi-Weekly)</i></p>		
<p><i>3. Reading specialists will model and co-teach lessons with general education teachers.</i></p>	<p><i>Reading Specialists</i> <i>Teachers</i></p>	<p><i>Data on the Number of Model and Co-Taught Lessons Conducted</i></p> <p><i>Common Assessments (Bi-Weekly)</i></p> <p><i>i-Ready Reading Data</i></p>	<p><i>Data Tracking on the Number of Lessons Taught (Monthly)</i></p> <p><i>Increase in Common Assessment Mastery (Bi-Weekly)</i></p> <p><i>Increase in the Percentage of Students Reading On and Above Grade Level according to i-Ready. (Fall and Spring)</i></p>		<p><i>Classroom Instructional Materials (\$2,395.79)</i></p>

<p>4. Weekly Collaborative Planning Sessions</p>	<p>Academic Coach Teachers Reading Specialists School Administrators Instructional Specialists</p>	<p>Collaborative Planning Agendas (Bi-Weekly) Progress Monitoring Templates (Bi-Weekly) Small Group Reading Plans (Bi-Weekly) Aligned Lesson Plans (Bi-Weekly)</p>	<p>Meeting Sign-Ins (Bi-Weekly) Common Assessment and Checkpoint Data (Bi-Weekly) Teacher Feedback on Collaborative Planning (Bi-Weekly)</p>		
<p>5. Implement the HD Word Intervention Program in Grades 3-5 (focus on students with disabilities). <u>EBI</u> - Teach students to decode words, analyze word parts, and write and recognize words.</p>	<p>Special Education Teachers Reading Specialists Academic Coach School administrators</p>	<p>Student Progress Monitoring Template (Bi-Weekly) Student HD Word Workbooks (Bi-Weekly) Classroom Observations iReady Reading Diagnostic</p>	<p>Improved Student Performance based on Skill - LETRS Assessment (Fall, Winter, Spring) Student Performance on Skill Work (Bi-Weekly) Administrator Feedback on Lessons (Bi-Weekly)</p>		<p>HD Word Teaching Materials and Online Subscriptions (\$2,500)</p>

<p>6. PLC Meetings (Data Analysis and Strategy Share)</p>	<p>Academic Coach Teachers Administrators</p>	<p>Reading QuickChecks (Bi-Weekly) Common Assessment Data (Bi-Weekly) Progress Monitoring Templates (Bi-Weekly) PLC Meeting Agendas</p>	<p>QuickCheck Data will show progress on Specific Skills (Bi-Weekly) Improved Scores from Season to Season (Fall, Winter, Spring) Individual Student Progress on Specific Skills (Bi-Weekly)</p>		
<p>7. Monthly Special Education Team Meetings focused on Specialized Instruction</p>	<p>Administrators Special Education Teachers</p>	<p>Meeting Agendas Meeting Minutes</p>	<p>Meeting Agendas and Minutes (Monthly) Student Progress Monitoring (Monthly)</p>		<p>Classroom Instructional Materials (\$2,395.79)</p>

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Schoolwide Plan Component 1: Comprehensive Needs Assessment

Schoolwide Component 2: Strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Schoolwide Component 3: Methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Schoolwide Plan Component 4: Addresses 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 a variety of activities.

STUDENT ACHIEVEMENT & INSTRUCTION - Math

Link to Student Achievement & Instruction Fishbone Diagram

Problem Statement 1: *There was an achievement gap between the math performance of black and white students of 15% on the 2021-2022 Math SOL Test.*

Problem Statement 2: *There was an achievement gap of 18% between the math performance of students who receive special education services (26%) and that of all students (44%) on the 2021-2022 Math SOL Test.*

(what will be improved, by how much, by when, and for what/whom)

Link to Student Achievement & Instruction Driver Diagram

Measurable Aim 1: *By the end of the 2022-2023 school year, the performance gap between black and white students will be less than 10%, as measured by the overall student performance on the Math SOL Test.*

Measurable Aim 2: *By the end of the 2022-2023 school year, the performance gap between students who receive special education services and those that don't will be less than 10%, as measured by the overall student performance on the Math SOL Test.*

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>
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<p>1. The Academic Coach will conduct Coaching Cycles and deliver model and co-teaching lessons.</p>	<p>Teachers Academic Coach School Administrators</p>	<p>Teachers' Common Assessment and Checkpoint Data i-Ready Math Diagnostic Data Teacher Feedback on Coaching Cycles</p>	<p>Increase in Student Mastery on Common Assessments and Checkpoints (Monthly) Increase in the Number of Students On and Above Grade Level on the i-Ready Math Diagnostic (Fall and Spring)</p>		<p>Classroom Instructional Materials (\$2,395.79)</p>
<p>2. Teachers will utilize Spiral Math Reviews (2-5) and High Yield Routines (K+5).</p>	<p>Teachers Academic Coach School Administrators</p>	<p>Lesson Plans - Number Routine and Engage Section Classroom Observations</p>	<p>Common Assessment Data (Bi-Weekly) Math QuickCheck Data (Bi-Weekly)</p>		
<p>3. Teachers in Grades 1-4 will utilize the Building Fact Fluency Kits during weekly instruction (Tier 1). Grade 5 will utilize BFF Kits as a Tier 2 resource, as needed.</p>	<p>Teachers Academic Coach School Administrators</p>	<p>Lesson Plans - 2 times weekly (Tier 1), 3 times weekly (Tier 2) Classroom Observations</p>	<p>Common Assessment Data (Bi-Weekly) Math QuickCheck Data (Bi-Weekly)</p>		

<p><i>4. Weekly Collaborative Planning</i></p>	<p><i>Teachers</i> <i>Academic Coach</i> <i>Title I Teachers</i> <i>Administrators</i></p>	<p><i>VDOE QuickChecks (Bi-Weekly)</i></p> <p><i>Progress Monitoring Templates (Bi-Weekly)</i></p> <p><i>iReady Math Diagnostic</i></p> <p><i>Collaborative Planning Agendas</i></p> <p><i>Lesson Plans</i></p>	<p><i>QuickCheck Data will show progress on Specific Skills (Bi-Weekly)</i></p> <p><i>Individual Student Progress on Specific Skills (Bi-Weekly)</i></p> <p><i>Student Progress by Skill from Fall and Spring (Fall and Spring)</i></p>		
<p><i>5. Utilize Progress Monitoring Templates to Track Individual Student Data and Progress on Math SOL</i></p>	<p><i>Teachers</i> <i>Academic Coach</i> <i>Administrators</i></p>	<p><i>Math QuickChecks (Bi-Weekly)</i></p> <p><i>Checkpoint Data</i></p> <p><i>Progress Monitoring Templates (Bi-Weekly)</i></p>	<p><i>QuickCheck Data will show progress on Specific Skills (Bi-Weekly)</i></p> <p><i>Improved Scores from Season to Season (Fall, Winter, Spring)</i></p> <p><i>Individual Student Progress on Specific Skills (Bi-Weekly)</i></p>		

<p>6. PLC Meetings (Data Analysis and Strategy Share)</p>	<p>Academic Coach Teachers Administrators</p>	<p>Math QuickChecks (Bi-Weekly)</p> <p>Checkpoint Data</p> <p>Progress Monitoring Templates (Bi-Weekly)</p> <p>PLC Meeting Agendas</p>	<p>QuickCheck Data will show progress on Specific Skills (Bi-Weekly)</p> <p>Improved Scores from Season to Season (Fall, Winter, Spring)</p> <p>Individual Student Progress on Specific Skills (Bi-Weekly)</p>		
<p>7. Monthly Special Education Team Meetings focused on Specialized Instruction</p>	<p>Administrators Special Education Teachers</p>	<p>Meeting Agendas Meeting Minutes</p>	<p>Meeting Agendas and Minutes (Monthly)</p> <p>Student Progress Monitoring (Monthly)</p>		<p>Classroom Instructional Materials (\$2,395.79)</p>
<p>8. Word Problem Small Group Intervention (focus on Students with Disabilities, but available for all) <u>EBI</u> - Provide deliberate instruction on practical problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.</p>	<p>Administrators Teachers Paraprofessionals Tutor U Tutor</p>	<p>Student Work and Progress Monitoring (Bi-Weekly)</p> <p>Checkpoint Data (Bi-Weekly)</p>	<p>Individual Student Progress on Specific Skills (Bi-Weekly)</p>		<p>Classroom Instructional Materials (\$2,395.79)</p>

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Schoolwide Component 2: Strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

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Schoolwide Plan Component 4: Addresses 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 a variety of activities.

Problem Statement 3: The overall pass rate percentage on the Grades 3-5 Math SOL Test for the 2021-2022 school year was 44% (up from 27% from the 2020-2021 school year).

(what will be improved, by how much, by when, and for what/whom)

Measurable Aim 3: The overall pass rate for the Grades 3-5 Math SOL Test will improve to at least 70% for the 2022-2023 school year.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>
<p>1. The Academic Coach will conduct Coaching Cycles and deliver model and co-teaching lessons.</p>	<p>Teachers Academic Coach School Administrators</p>	<p>Teachers' Common Assessment and Checkpoint Data (Bi-Weekly)</p> <p>i-Ready Math Diagnostic Data</p> <p>Teacher Feedback on Coaching Cycles</p>	<p>Increase in Student Mastery on Common Assessments and Checkpoints (Bi-Weekly)</p> <p>Increase in the Number of Students On and Above Grade Level on the i-Ready Math Diagnostic (Fall and Spring)</p>		<p>Classroom Instructional Materials (\$2,395.79)</p>
<p>2. Teachers will utilize Spiral Math Reviews (2-5) and High Yield Routines (K + 5).</p>	<p>Teachers Academic Coach School Administrators</p>	<p>Lesson Plans - Number Routine and Engage Section (Bi-Weekly)</p> <p>Classroom Observations</p>	<p>Common Assessment Data (Bi-Weekly)</p> <p>Math QuickCheck Data (Bi-Weekly)</p>		

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Schoolwide Plan Component 4: Addresses 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 a variety of activities.

Problem Statement 1: Twenty percent (20%) of students passed the State Science SOL Test in 2021-2022.

(what will be improved, by how much, by when, and for what/whom)

Measurable Aim 1: The overall pass percentage on the Grade 5 Science SOL Test for the 2022-2023 school year will improve to at least 70%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications (if applicable)
1. Monthly Collaborative Planning Sessions facilitated by the Coordinator of Science Instruction (Focus on Student Engagement, Rigor, and Alignment)	Administration Grade 5 Teachers Coordinator of Science Instruction	Pre and Post Science Test Common Assessments Planning Agendas and Minutes	Increase in Scores from Pre to Post (Fall and Spring) Increase in Common Assessment Scores (Monthly) Increase in SOL Pass Percentage (Fall and Spring)		

<p>2. Science Review and Rotation Days</p>	<p>Administration Grade 5 Teachers Coordinator of Science Instruction</p>	<p>Pre and Post Science Test Common Assessments</p>	<p>Increase in Scores from Pre to Post (Fall and Spring) Increase in Common Assessment Scores (Monthly) Increase in SOL Pass Percentage (Fall and Spring)</p>		<p>Title 1 Budget - Science Teaching Materials (\$2,000) SOLpass.org (\$275)</p>
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Monthly Team Meeting Updates (Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):

September:

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Title I School-wide Component:

Schoolwide Plan Component 1: Comprehensive Needs Assessment

Schoolwide Component 2: Strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Schoolwide Component 3: Methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Schoolwide Plan Component 4: Addresses 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 a variety of activities.

SCHOOL CLIMATE & CULTURE - Discipline

[Link to School Safety Fishbone Diagram](#)

Problem Statement 1: *Seventy-six percent of referrals during the 2020-2021 school year resulted in a suspension (either ISS or OSS). Of those 131 suspensions, 67% percent resulted in ISS and 33% (down from 48% the year before) resulted in OSS.*

Problem Statement 2: *For Students with Disabilities, 41 out of 49 referrals resulted in suspension with 54% resulting in out of school suspension.*

(what will be improved, by how much, by when, and for what/whom)

[Link to School Safety Driver Diagram](#)

Measurable Aim 1: *During the 2022-2023 school year, we will decrease the overall percentage of suspensions by at least 10% and reduce the number of out of school suspensions by at least 15%.*

Measurable Aim 2: *During the 2022-2023 school year, we will decrease the percentage of out of school suspensions for students with disabilities by at least 15%.*

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications <i>(if applicable)</i>
1. Morning Meetings with the Collaborative Classroom Curriculum	School Administrators Teachers	Morning Meeting Lesson Plans and Classroom Observations <i>(Bi-Weekly)</i> Caught Being Good Cards SEL Surveys	Morning Meeting Observation Feedback (Bi-Weekly) Increase in Caught Being Good Cards Written (Monthly) SEL Surveys (Fall and Spring) Decrease in Disciplinary Referrals (Monthly)		
2. Caught Being Good Cards	Teachers PBIS Team	Caught Being Good Card Tracker	Increase in the Number of Cards Given by Teacher, Grade, and School (Monthly)		
3. Back on Track Classroom (ISS Room) to incorporate restorative practices and behavioral interventions.	School Administrators Back on Track Facilitators	eSchool Discipline Reports Back on Track Attendance Log SEL Surveys	Number of Referrals and Suspensions (ISS and OSS) (Monthly) Decrease in Return Visits to the Back on Track Classroom (Monthly) SEL Survey Feedback (Fall and Spring)		

4. Professional Learning on Deescalation and Identifying Student Triggers.	PBIS Team Administration Teachers	Professional Learning Sessions Observation Feedback	Decrease in Office-Managed Referrals and Out of School Suspensions (Monthly)		
5. Behavior and Suspension Log for Students with Disabilities	Administration Case Managers	Behavior and Suspension Log	Decrease in Out of School Suspensions (Monthly)		
6. Check-In/Check-Out - Tier 2 PBIS Intervention for Students w/ 3-5 Referrals	Administration Mentors Teachers Parents Students	Check-In/Check-Out Logs Discipline Data	Decrease in Referrals and Suspensions (Monthly)		
7. Behavior Talks 3 times a year	Administration Teachers	Reduction in referrals after long breaks and in the spring months	Decrease in Referrals during identified time periods (January, March, etc.)		

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SCHOOL CLIMATE & CULTURE - Climate Surveys

Link to School Climate & Culture Fishbone Diagram

Problem Statement 1: According to the staff survey, only 53% of staff at MBEJ agree with the statement, “Morale is high at my school.”

(what will be improved, by how much, by when, and for what/whom)

Link to School Climate & Culture Driver Diagram

Measurable Aim 1: By the end of 2022/2023 school year, staff agreement with the survey statement, “Morale is high at my school,” will increase to at least 70%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications <i>(if applicable)</i>
1. Staff Shout outs and staff morale events	Teachers Admin staff	Staff Shout out Tracker attendance at events Quarterly Morale Surveys	Increase in Staff Shout-Outs (Monthly) Staff Responses on Quarterly Morale Surveys (Quarterly)		
2. Monthly check-ins with New teachers and Long Term Subs	Academic Coach Admin	Attendance	Attendance and meeting minutes (Monthly) New Teacher/Substitute Surveys (Fall and Spring)		

<p>3. Grade levels will be issued funds quarterly to request materials and resources for their classrooms.</p>	<p>Admin Grade Level Chairperson</p>	<p>Google Forms</p>	<p>Staff Feedback (Quarterly)</p>		
<p>4. Behavior Talks 3 times a year</p>	<p>Admin Teachers</p>	<p>Reduction in referrals after long breaks and in the spring months</p>	<p>Decrease in Referrals during identified time periods (January, March, etc.)</p>		

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SCHOOL CLIMATE & CULTURE - Attendance

Link to School Climate & Culture Fishbone Diagram

Problem Statement 1: The truancy rate at Mack Benn, Jr. Elementary was 21.1% for the 2021-2022 school year.

(what will be improved, by how much, by when, and for what/whom)

Link to School Climate & Culture Driver Diagram

Measurable Aim 1: By the end of 2022/2023 school year, the truancy rate at Mack Benn, Jr. will be under 10%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications <i>(if applicable)</i>
1. Monitor individual student attendance using an Attendance Tracking Sheet	Attendance Secretary School Counselor	Attendance Tracking Sheet (weekly)	Individual Student Attendance will improve by Grade Level. (Monthly)		
2. Recognize Students with "Marvelous Marlin Attendance" - (can miss 2 days)	Administration Teachers	Attendance Data (Quarterly)	# of Students Recognized for Perfect Attendance (Quarterly)		
3. Reward Class - "At 10 We Play" - One letter/number of the phrase is colored for every day of class	Administration Teachers	Attendance Data (every 10 days of perfect attendance)	# of Classes Recognized for AT TEN WE DANCE. (Bi-Weekly)		

<p><i>perfect attendance. Once the whole phrase is colored, the class earns 15 min. of extra recess.</i></p>					
<p><i>4. Provide communication to parents regarding the importance of school attendance in conjunction with parent engagement events-The Attendance Minute.</i></p>	<p><i>Principal, Admin Team, School Webmaster</i></p>	<p><i>Attendance from parent engagement events (Quarterly)</i></p>	<p><i>Improved Quarterly Attendance</i></p>		

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COMMUNITY ENGAGEMENT & COMMUNICATION - Family Engagement

[Link to Family & Community Engagement Fishbone Diagram](#)

Problem Statement 1: Only 10 percent of our students and their families are attending Parent Engagement Events.

(what will be improved, by how much, by when, and for what/whom)

[Link to Family & Community Engagement Driver Diagram](#)

Measurable Aim 1: For the 2022-2023 school year, community engagement attendance of all students, parents, and guardians will increase from an average of 10% to 20%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications <i>(if applicable)</i>
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<p>1. Hold at least 2 parent engagement events in Mack Benn, Jr. neighborhoods or communities.</p>	<p>Administrators Engagement Committees Teachers and Staff</p>	<p>Attendance at Parent Engagement Events Parent Feedback Surveys</p>	<p>Sign-In Sheets for Parent Engagement Nights (Quarterly) Parent Surveys (Quarterly)</p>		<p>Title 1 Budget Restaurants (\$3,000.00) STEAM Night Presenter (\$1,000) Materials and Food for Family Engagement (\$1,900.85)</p>
<p>2. Promote Parent Engagement Events through Various Means (Flyers at Parent Pick-Up, Flyers Home with Students, Social Media, Mass Phone Blast and/or Email).</p>	<p>Administrators Engagement Committees Teachers and Staff</p>	<p>Attendance at Parent Engagement Events Parent Feedback Surveys</p>	<p>Sign-In Sheets for Parent Engagement Nights (Quarterly) Parent Surveys (Quarterly)</p>		
<p>3. Include Student Presentations and/or Performances at Parent Engagement Events.</p>	<p>Administrators Parent Engagement Committees Teachers and Staff Students</p>	<p>Attendance at Parent Engagement Events Parent Feedback Surveys</p>	<p>Sign-In Sheets for Parent Engagement Nights (Quarterly) Parent Surveys (Quarterly)</p>		

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School: Mack Benn Jr. Elementary

Year: 2022-2023

Events-WorkshopsSeminars-Presentations

Please list all events that your school sponsored, co-sponsored through a collaborative effort or served as presenter(s). Examples are *Back To School Fair, Helping Your Child with Homework Workshop, Family Night*. Document the information as requested below.

Updated:

Date	Name/Type of Event	Presenter/ Location	Purpose/ Outcome	Estimated Cost (Materials/Food)	# of Participants
October	MarLit Reading Carnival	Locations in the building	Build positive relationship between reading and real word application, developing capacity for strong readers	2,500.00	Parents= Educators= Students= Other

December	DIY Night	Gym, Cafeteria	To encourage and help families to promote creativity, critical thinking and problem-solving.	2,000.00	Parents= Educators= Students= Other
February	Steam Night	Gym, Cafeteria	To increase awareness of student's interests in Science, Technology, Engineering, and Math	2,000.00	Parents= Educators= Students= Other
April	Mighty Marlin Health and Wellness Expo	Locations in building	To connect mind, body, and soul with real-world activities while improving your quality of life. (self-esteem)	2,000.00	Parents= Educators= Students= Other